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NEW EDITION
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Oxford Practice Grammar

with answers

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4 The present continuous

A Introduction

The present continuous means that we are in the middle of an action.



B Form

The present continuous is the present tense of be + an ing-form.

I am looking OR I'm looking

you/we/they are looking OR you/we/they're looking

he/she/it is looking OR he/she/it's looking

NEGATIVE

I'm not looking

you/we/they aren't looking

he/she/it isn't looking

QUESTION

am I looking?

are you/we/they looking?

is he/she/it looking?

I'm getting the lunch ready. The train is coming, look.

We're looking for a post office. Rachel isn't wearing her new dress.

What are you doing? Who is Vicky dancing with?

For rules about the spelling of the ing-form see page 370.

C Use

We use the present continuous to say that we are in the middle of an action.

I'm waiting for the train. (I'm at the station now.)

I'm getting the lunch ready. (I'm in the kitchen now.) I'm waiting means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the present continuous when we are in the middle of something but not actually doing it at the moment of speaking.

I must get back to the office. We're working on a new project.

I'm quite busy these days. I'm doing a course at college.

We can use the present continuous when things are changing over a long period. *The number of cars on the road is increasing. The earth is slowly getting warmer.*

For the future meaning of the present continuous see Unit 26A. *I'm playing badminton with Matthew tomorrow.*

6 Present continuous or simple? 7 State verbs and action verbs

3 Exercises

1 Form (B)

Look at the pictures and say what people are doing.

Use these verbs: *carry, paint, play, ride, take*

Use these objects: *a bicycle, a parcel, a photo, a picture, basketball*



► *He's riding a bicycle.*

1

3

2

4

2 Form (B)

Rachel is in the computer room at college. Complete her conversation with Andrew. Put in a present continuous form of the verb.

Andrew: What (►) *are you doing?* (you / do)

Rachel: (►) *I'm writing* (I / write) a letter to a friend. He's a disc jockey. Vicky and I

(1) (try) to organize a disco.

Andrew: That sounds a lot of work. How (2).... (you / find) time for your studies?

Rachel: Well, as I said, Vicky (3) (help) me.

(4) (we / get) on all right. (5) (we / not / spend)

too much time on it. (6) (it / not / take) me away from my studies,
don't worry about that. Oh, sorry, (7) (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

3 Use(C)

What can you say in these situations? Add a sentence with the present continuous.

► A friend rings you up in the middle of 'Neighbours', your favourite soap opera. Is it important? *I'm watching 'Neighbours'.*

1 A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now. Look,.....

2 A friend rings you up at work.

Sorry, I can't talk now.

3 You want to get off the bus, but the man next to you is sitting on your coat.

Excuse me,

4 A friend wants to talk to you, but you have just started to write an important letter.

Can I talk to you later?

5 You have been ill, but you're better now than you were.

I'm OK now

4 The present simple



A Use

We use the present simple for

- thoughts and feelings: / **think so, I like it.**
- states, things staying the same, facts and things that are true for a long time: **We live quite near** (see Unit 7).
- repeated actions: **We come here every week.**

and also

- in phrases like **I promise, I agree**, etc: **I promise I'll pay you back.**
- in a negative question with why to make a suggestion: **Why don't we go out?**

For the future meaning of the present simple see Units 26 and 27.

The new term starts next week.

B Positive forms

I/you/we/they get
he/she/it gets

In the present simple we use the verb without an ending.

I get the lunch ready at one o'clock, usually. *We always do our shopping at Greenway.*
Most children like ice-cream. *You know the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in **s** or **es**. For spelling rules see page 370.

It gets busy at weekends. *My husband thinks so, too.*
Sarah catches the early train. *She faxes messages all over the world.*

C Negatives and questions

NEGATIVE

I/you/we/they do not get OR don't get
he/she/it does not get OR doesn't get

QUESTION

do I/we/you/they get?
does he/she/it get?

We use a form of **do** in negatives and questions (but see Unit 37). We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

We don't live far away. *He doesn't want to go shopping.*
Do you live here? ~ Yes, I do. *What does he want? ~ Money.*

We do not add **s** to the verb in negatives and questions.

NOT *He-doesn't gets* and NOT *Does he gets?*

4 Exercises

1 Use (A)

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

- ? Matthew loves sport. *a feeling*
- ? Sarah often works late at the office. *a repeated action*
- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

2 Forms (B-C)

Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

- ? Claire is very sociable. She *knows* (know) lots of people.
- ? We've got plenty of chairs, thanks. We *don't want* (want) any more.
- 1 My friend is finding life in Paris a bit difficult. He (speak) French.
- 2 Most students live quite close to the college, so they (walk) there.
- 3 My sports kit is really muddy. This shirt (need) a good wash.
- 4 I've got four cats and two dogs. I (love) animals.
- 5 No breakfast for Mark, thanks. He (eat) breakfast.
- 6 What's the matter? You (look) very happy.
- 7 Don't try to ring the bell. It (work).
- 8 I hate telephone answering machines. I just (like) talking to them.
- 9 Matthew is good at badminton. He (win) every game.
- 10 We always travel by bus. We (own) a car.

3 Forms (B-C)

Complete the conversation. Put in the present simple forms.

Rita: (►) *Do you like* (you / like) football, Tom?

Tom: (►) / *love* (1 / love) it. I'm a United fan. (1) (I / go) to all their games.

Nick usually (2) (come) with me.

And (3) (we / travel) to away games, too.

Why (4) (you / not / come) to a match some time?

Rita: I'm afraid football (5) (not / make) sense to me — men running after a ball. Why (6) (you / take) it so seriously?

Tom: It's a wonderful game. (7) (I / love) it. United are my whole life.

Rita: How much (8) (it / cost) to buy the tickets and pay for the travel?

Tom: A lot. (9) (I / not / know) exactly how much.

But (10) (that / not / matter) to me.

(11) (I / not / want) to do anything else.

(12) (that / annoy) you?

Rita: No, (13) (it / not / annoy) me.

I just (14) (find) it a bit sad.

5 Present continuous or simple?

A Now or sometimes?



PRESENT CONTINUOUS

We use the present continuous for something happening now. *I am speaking to you live* means that Kitty is in the middle of a live broadcast. Here are some more examples.

It's raining at the moment.

I'm watching this programme.

Look. That man is taking a photo of you.

PRESENT SIMPLE

We use the present simple for repeated actions. *I often speak live to the camera* means that she does it again and again.

It always rains at the weekend.

I watch television most weekends.

He's a photographer. He takes lots of photos.

B Thoughts, feelings and states

We normally use the present simple to talk about thoughts and feelings.

I think it's a good programme. *Kitty likes her job.* We also use it to talk about states (see Unit 7) and permanent facts.

Reporting means a lot to her. *Paper burns easily.* We also use the present simple in **I promise, I agree, I refuse**, etc.

I promise I'll write to you. *It's all right. I forgive you.*

C Temporary or permanent?

PRESENT CONTINUOUS

We use the present continuous for a routine or situation that we see as temporary (for a short period).

I'm working at a sports shop for six weeks.

At the moment they're living in a very small flat.

PRESENT SIMPLE

We use the present simple for a routine or situation that we see as permanent.

I work at a sports shop. It's a permanent job.

They live in a very nice flat.

D Always

PRESENT CONTINUOUS

We can use **always** with the present continuous to mean 'very often', usually with the added meaning of 'too often'.

Tom is always inviting friends here.

(= He invites them very often.)

I'm always making silly mistakes.

(= I make silly mistakes too often.)

PRESENT SIMPLE

Always with the present simple means 'every time'.

Tom always invites us to stay at Christmas.

(= He invites us every Christmas.) */ always make silly mistakes in exams.* (= I make mistakes in every exam.)

5 Exercises

1 Present continuous or simple? (A-B)

At work Mark is talking to Alan in the corridor. Complete their conversation.

Put in the present continuous or simple of the verbs.

Mark: (►) Are you looking (you / look) for someone?

Alan: Yes, (►) / need (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment.

(2)..... (I / think) (3)..... (they / discuss) money.

Alan: Oh, right. And what about you? (4)..... (you / look) for someone too?

Mark: Yes, Linda. (5)..... (you / know) where she is?

Alan: Oh, she isn't here today. She only (6)..... (work) four days a week.

(7)..... (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8)..... (you / know) a lot about Linda.

Alan: Well, most days (9)..... (I / give) her a lift,

or (10)..... (she / give) me one. (11)..... (she / live)

quite close to me. (12)..... (it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13)..... (I / agree).

Well, (14)..... (I / waste) my time here then. I'll get back to my computer.

2 Present continuous or simple? (A-C)

Complete the sentences. Put in the present continuous or simple of the verbs.

► I'm writing (I / write) to my parents. / write (I / write) to them every weekend.

1 (it / snow) outside. (it / come) down quite hard, look.

2 Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.

3 I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.

4 The sun (rise) in the east, remember. It's behind us so (we / travel) west.

5 I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.

6 (I / want) a new car (I / save) up to buy one.

3 Always (D)

Complete the sentences. Use *always* and the present continuous or simple.

► Melanie: Tom talks too much, doesn't he?

Rita: Yes, and he's always talking about football.

► Laura: You forget your keys every time.

Trevor: I try to remember them, but / always forget.

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes, the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: I agree. lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know

7 State verbs and action verbs

A States and actions

STATES

A state means something staying the same.

The flat is clean.

The farmer owns the land.

The box contained old books. State verbs cannot usually be continuous. NOT
The farmer is owning the land.

ACTIONS

An action means something happening.

I'm cleaning the flat.

The farmer is buying the land.

He put the books in the box. Action verbs can be simple or continuous.

He put I He was putting everything away.

Some state verbs: **be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand**

B I think/I'm thinking etc

Sometimes we can use a verb either for a state or for an action.

STATES (simple tenses)

I think you're right. (= believe) *We have three cars.* (= own) *I come from Sweden.* (= live in)

I see your problem. (= understand)
Do you see that house? (= have in sight)
This picture looks nice.
She appears very nervous. (= seems)
The bag weighed five kilos.
The coat fits. (= is the right size)

ACTIONS (simple or continuous)

I'm thinking about the problem.
We're having lunch. (= eating)
I'm coming from Sweden. (= travelling)
/ usually *come on the plane.*
Mark is seeing his boss. (= meeting)
I see Daniel quite often.
I'm looking at this picture.
She appeared/was appearing in a film.
They weighed/were weighing my bag.
I'm fitting a lock to the window.

These examples with the verb **be** are about how people behave.

PERMANENT QUALITY

Claire is a very sociable person.
That man is an idiot. **being** very sociable today.

TEMPORARY BEHAVIOUR

Andrew is
You are being an idiot this morning.
(= You are behaving like an idiot.)

We use **am/are/is being** only to talk about behaviour, not about other things. *I'm better now, thanks.* **Are you ready? Is anyone interested?**

I like/I'm liking etc

We can use some state verbs in the continuous to talk about a short period of time.

PERMANENT STATE (simple tenses)

/ love/enjoy parties.
I like school.
Holidays cost a lot of money.

SHORT PERIOD (continuous)

I'm loving/enjoying this party. **I'm** *liking school much better now.* **This trip is costing me a lot of money.**

Sometimes we can use either the simple or the continuous with no difference in meaning.

You look well, OR *You're looking well.* *We feel a bit sad.* OR *We're feeling a bit sad.*

7 Exercises

1 States and actions (A)

Tom is on the Internet. He's telling people about himself.
Say which verbs express states and which express actions.

► I surf the Net most evenings, *action*

1 My flat is in the town centre.....

2 I drive a taxi in the daytime

3 I own two cars.

4 I go to lots of parties.

5 I love football.

2 I think/I'm thinking etc (B)

Complete the conversation. Choose the correct form of the verb.

Emma: Hi, Matthew. What (►) do you look/are you looking at?

Matthew: Oh, hi. These are photos of me when I was a child.

Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.

Matthew: (2) I have/I'm having some more photos here.

Emma: Look at this. Why such a big coat?

Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.

Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one (6) you think/you're thinking about something very serious.

Matthew: This is a photo of the village (7) I come/I'm coming from.

Emma: Oh, that's nice.

Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo.

Emma: What a nice little boy! And what a sentimental old thing you are now!

3 The verb be (B)

Put in the correct form of *be*.

? Daniel is doing some of the work. He *s being* very helpful at the moment.

? I *'m* tired. I want to go home.

1 The children..... very polite today. They don't usually behave so well.

2 I'm afraid Melanie can't come because she ill.

3 Of course you can understand it. You stupid, that's all.

4 We interested in doing a course here.

5 Vicky very lazy at the moment. She's done no work at all today.

4 I like/I'm liking etc (C)

Write a sentence which follows on. Choose from these sentences.

<i>/ think it's going to be perfect for me.</i>	<i>And I've still got a chance to win.</i>
<i>I've never wanted to change it.</i>	<i>It uses so much petrol.</i>
<i>It's too expensive to buy.</i>	<i>I play it every weekend.</i>

► I enjoy the game. *I play it every weekend.*

1 I'm enjoying the game.

2 The car costs a lot of money.

3 The car is costing a lot of money.

4 I'm liking my new job

5 I like my job.....

Test 1 Present tenses (Units 4-7)

Test 1A

Read the conversation between two students. Then look at the answers below and write the correct answer in each space.

Lisa: Who (►) is Michelle talking to?

Amy: I can't see Michelle.

Lisa: You(l).....looking in the right place. She's over there.

Amy: Oh, that's Adrian. He's new here.

Lisa: Really? Where (2).....he live? (3).....you know?

Amy: No, 1(4).....know anything else about him.

Lisa: What (5)they talking about, I wonder?

Amy: Well, he (6)look very interested. He's got a very bored expression on his

face. And he (7)saying anything.

- a) are b) do c) does d) is
- 1 a) aren't b) doesn't c) don't d) isn't
- 2 a) are b) do c) does d) is
- 3 a) Are b) Do c) Does d) Is
- 4 a) aren't b) doesn't c) don't d) 'm not
- 5 a) are b) do c) does d) is
- 6 a) aren't b) doesn't c) don't d) isn't
- 7 a) aren't b) doesn't c) don't d) isn't

Test 1B

Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (►) having a great time here. It's beautiful, and the sun (1)shining.
Yesterday I went water-skiing! What (2)you think of that?

I'm (3)at a table in our hotel room and writing a few postcards. The room is fine, but we (4)like the food very much. But it (5)matter because we (6)out to a restaurant every evening.

We're both (7)very lazy at the moment. I (8)up quite late in the morning, and Nigel (9)up even later. You know of course how much Nigel's work (10)to him and how he's (11)talking about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The only problem is that it's (12)us a lot of money. But we'll worry about that later.

Test 1C

Each of these sentences has a mistake in it. Write the correct sentence. ► The children is doing their homework now. *The children are doing their homework now.*

1 The girls are play tennis at the moment.

2 Both my brothers likes sport.

3 Anna wearing her new coat today

4 What colour you like best?

.....
5 My suit case is weighing ten kilos?

.....
6 At the moment I stay at a hotel.

.....
7 Robert catch the same bus every month

.....
8 What is this word mean here

.....

Test ID

Complete the conversations. Put in the correct form of each verb.

Use the present continuous or the present simple. ► A: Is Janet in, please?

B: Yes, but / think (I / think) she's busy at the moment. *She's washing* (she / wash) her hair.

1 A:(I / think) of buying a new computer.

B: But computers(cost) so much money. What's wrong with the one we've got?

A:(it / get) out of date now.

2 A: Your new trousers(look) nice.

B: Thank you. The trouble is ... (they / not / fit) properly.
.....(I / not / know) why I bought them, really.

3 A: What(you/do)?

B:(I / weigh) this letter.....(I / need) to know how many stamps to put on it.

4 A:(I / think) this road is really dangerous. Look how fast that lorry

B:(I / agree). People shouldn't go so fast.

5 A:(I / like) musicals. And this is a great show, isn't it?
.....(you / enjoy) it?

B: Yes, I am.(I / love) every minute of it.

6 A:(I / always / fall) asleep. I just can't keep awake.

B: What time(you / go) to bed?

A: About ten o'clock usually. But(it / not / make) any difference.

7 A: Could you post the goods to me, please?

B: Yes, certainly.

A:(I / live) at a guest house at the moment as(1 / look) for a flat. So could you send it to my work address?

B: Yes, of course. And you'll have the goods by the end of the week,(1 / promise).

8 A: Why(you / want) to change the whole plan?

B: I'm just not happy with it.

A: And(1 / not / understand) why(you / be) so difficult about it.

8 The past simple

A Introduction

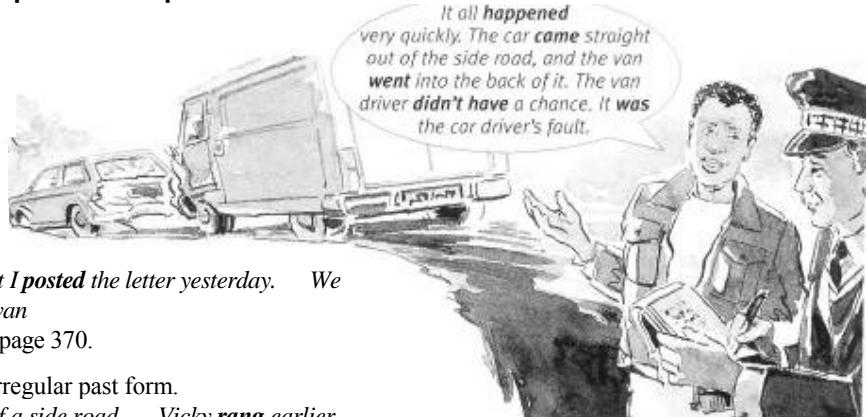
B

Positive forms

A regular past form ends in **ed**.

I happened very quickly. The van crashed into the car I posted the letter yesterday. We once owned a caravan

For spelling rules, see page 370.



Some verbs have an irregular past form.

The car came out of a side road. Vicky rang earlier.

I won the game.

I had breakfast at six. The train left on time. We took some photos.

For a list of irregular verbs, see page 383.

The past simple is the same in all persons except in the past tense of be.

<i>I/he/she/it was</i>	<i>I was ill last week,</i>
<i>you/we/they were</i>	<i>Those cakes were nice.</i>

C Negatives and questions

We use **did** in negatives and questions (but see Unit 37).

NEGATIVE	QUESTION
<i>I/you/he/she/it/we/they did not stop</i> OR <i>didn't stop</i>	<i>did I/you/he/she/it/we/they stop?</i>

The car did not stop. The driver didn't look to his right.

What did you tell the police? ~ Nothing. Did you ring home? ~ Yes, I did.

We do not use a past form such as **stopped** or **rang** in negatives and questions.

NOT *The car didn't stopped* and NOT *Did you rang?*

We also use **was** and **were** in negatives and questions.

NEGATIVE	QUESTION
<i>I/he/she/it was not OR wasn't</i> <i>you/we/they were OR weren't</i>	<i>was I/he/she/it?</i> <i>were you/we/they?</i>

I wasn't very well last week. The gates weren't open.

Where was your friend last night? Was your steak nice?

D Use

We use the past simple for something in the past which is finished.

Emma passed her exam last year. We went to the theatre on Friday. Elvis Presley died in 1977. I knew what the problem was. When did you buy this car? ~ About three years ago.

8 Exercises

1 Positive forms (B)

What did Claire do on holiday last month? Look at her photos and use these words:
go out dancing, have a picnic, lie on the beach, play volleyball, swim in the sea



► *She lay on the beach*

1 3.....

2..... 4.....

2 Positive forms (B)

Complete the newspaper story about a fire. Put in the past simple forms of the verbs.

Two people (►) *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They
(1)..... (be) Herbert and Molly Paynter, a couple in their seventies. The fire
(2)..... (start) at 3.20 am. A neighbour, Mr Aziz, (3)..... (see)
the flames and (4)..... (call) the fire brigade. He also
(5)..... (try) to get into the house and rescue his neighbours, but the heat
(6)..... (be) too great. The fire brigade (7)..... (arrive) in five
minutes. Twenty fire-fighters (8)..... (fight) the fire and finally
(9)..... (bring) it under control. Two fire-fighters (10).....
(enter) the burning building but (11)..... (find) the couple dead.

3 Negatives and questions (C)

Complete the conversation. Put in the past simple negatives and questions.

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show.

(1) (we / not / try) to do too much.

Claire: What sights (2)..... (you / see)?

Mark: We had a look round the Louvre. (3)..... (I / not / know) there was so much
in there.

Claire: And what show (4)..... (you / go) to?

Mark: Oh, a musical. I forgot the name. (5)..... (I / not / like) it.

Claire: Oh, dear. And (6)..... (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but
(7)..... (I / not / want) to go shopping.

9 The past continuous



I had a wonderful dream last night. I was sitting in a park. The sun was shining, and the birds were singing. Children were playing and laughing. It was very peaceful. I didn't want to wake up.



A Introduction

The past continuous means that at a time in the past we were in the middle of an action.

B Form

The past continuous is the past tense of be + an ing-form.

*I/he/she/it was playing
you/we/they were playing*

NEGATIVE

*I/he/she/it wasn't playing
you/we/they weren't playing*

QUESTION

*was I/he/she/it playing?
were you/we/they playing?*

Soft music was playing. People were walking in the park. I wasn't dreaming. I really was in New York City. Why did you give our secret away? What were you thinking of? Was Matthew already waiting for you when you got there?

C Use

Read this conversation.

Melanie: / rang at about three yesterday afternoon, but you weren't in. I didn't know where you were.

David: Oh, I was helping Mike. We were repairing his car. It took ages. We were working on it all afternoon.

Melanie: It was raining. I hope you weren't doing it outside.

David: No, we were in the garage. So I didn't get wet. But I'm afraid I got oil all over my new trousers.

Melanie: Why were you wearing your new trousers to repair a car? David: / don't know. I forgot I had them on.

It was raining at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three. *We were working all afternoon* means that the action went on for the whole period. David is stressing the length of time that the work went on.

We use the continuous with actions. We do not normally use it with state verbs (see Unit 7). For states we use the past simple.

I didn't know where you were, NOT I wasn't knowing...

9 Exercises

1 Form (B)

Today is the first of January, the start of a new year. Most people are feeling a bit tired. What were they doing at midnight last night?

Use these verbs: *dance, drive, listen, watch, write*

Use these phrases after the verb: *an essay, his taxi, in the street, television, to a band*



► Claire was listening to a band.

1 Trevor and Laura
2 Vicky and Rachel
3 Tom
4 Andrew

2 Form (B)

Complete the conversation. Put in the past continuous forms.

Jessica: (►) I was looking (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1).....(you / do)?

Jessica: (2)..... (I / take) it into the kitchen.

I bumped into Emma. (3)..... (she / come) out just as
(4) (I / go) in.

Vicky: I expect it was your fault. (5)..... (you / not / look) where
(6)..... (you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

3 Use(C)

What can you say in these situations? Add a sentence with the past continuous to say that an action lasted a long time.

► You had to work yesterday. The work went on all day.

/ was working all day.

1 You had to make phone calls. The calls went on all evening.

2 You had to wait in the rain. The wait lasted for half an hour.

3 You had to make sandwiches. This went on all afternoon.

4 You had to sit in a traffic jam. You were there for two hours.

5 Your neighbour played loud music. This went on all night.

10 Past continuous or simple?

A Introduction

A reporter is interviewing Mike and Harriet.

Reporter: *Mike and Harriet, tell me what you saw.*

Harriet: *Well, when we were driving home last night, we saw a strange object in the sky.*

Mike: *As we were coming down the hill into town, it just suddenly appeared in front of us.
We stopped the car and got out.*

Harriet: *It was a very clear night. The stars were twinkling.* Mike: *It was a spaceship. It seemed quite big. It had some strange writing on the side.*

And a light was flashing on the top. Harriet: *As we were watching it, it suddenly flew away and disappeared.*

PAST CONTINUOUS

We use the past continuous for an action that we were in the middle of.

We were driving home.

(We were in the middle of our journey.)

A light was flashing.

We do not normally use the past continuous for states. See Unit 7.

NOT *The spaceship was seeming ...*

NOT *It was having writing ...*

NOT *I wasn't knowing ...*

PAST SIMPLE

We use the past simple for a complete action in the past.

We drove home.

(We finished our journey.)

The spaceship flew away.

We also use the past simple (not normally the continuous) for states. See Unit 7.

The spaceship seemed quite big.

It had writing on the side.

I didn't know what it was.

B It happened as I was driving

We often use the past continuous and simple together when one (shorter) action comes in the middle of another (longer) one.

As we were driving down the hill, a strange object appeared in the sky.

While Laura was sitting in the garden, it suddenly began to rain.

You drove right past me when I was waiting for the bus.

The appearance of the strange object comes in the middle of the longer action, the drive down the hill.

Shorter action: *An object appeared.*

In the three sentences above, the past continuous comes after **as**, **while** or **when** (*As we were driving ...*). We can also use **when** before the past simple.

We were driving down the hill when a strange object appeared in the sky.

David was making lunch when the phone rang.

But we use two past simple verbs for one action after another.

When we saw the spaceship, we stopped the car. (= We saw it and then we stopped.)

C The sun was shining

PAST CONTINUOUS

We often use the past continuous to describe the background.

The sun was shining.

The stars were twinkling.

PAST SIMPLE

We use the past simple for actions in a story,

We arrived at the beach.

The aliens landed quietly.

10 Exercises

1 Past continuous or simple? (A-B)

David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the past continuous and one in the past simple.

? when / he / carry / a suitcase / he / drop / it / on his foot

When he was carrying a suitcase, he dropped it on his foot.

? he / break / his leg / when / he / ski

He broke his leg when he was skiing.

1 he / sit down / on a chair / while / I / paint / it

2 as / he / run / for a bus / he / collide / with a lamppost

3 his hair / catch / fire / when / he / cook / chips

4 when / he / hold / a beautiful vase / he / suddenly / drop / it

5 he / sit / in the garden / when / a wasp / sting / him / on the nose

2 Past continuous or simple? (A-B)

Put in the correct form of the verb.

Rita: I hear the lights (►) *went* (go) out in your flats last night.

Emma: Yes, (►) / *was watching* (I / watch) a documentary on TV when suddenly

(1). (we / lose) all the power. But

(2). (it / come) on again after about ten minutes.

Vicky: Rachel (3). (come) down the stairs when the lights

(4). (go) out. She almost (5). (fall) over.

Daniel: Matthew and I (6). (play) table tennis at the time.

Andrew: (7). (I / work) on the computer.

(8) (I / lose) a whole hour's work. But this morning

(9) (I/get) up early and (10). (do) it again.

3 Past continuous or simple? (A-C)

Find the second part of each sentence. Put each verb into the correct form.

? Vicky (have) a beautiful dream when she (touch) the wire.

? When Andrew (see) the question, when I (find) a £10 note in it.

1 The train (wait) when the alarm clock (ring).

2 I (read) a library book the crowd (rush) in.

3 Sarah (have) an electric shock he (know) the answer immediately.

4 When the doors (open), they (see) that the sun (shine).

5 When the campers (wake), when we (arrive) at the station.

? *Vicky was having a beautiful dream when the alarm clock rang.*

? *When Andrew saw the question, he knew the answer immediately.*

1

2

3

.....

4

.....

Test 2 Past simple and past continuous (Units 8-10)

Test 2A

Put in the past simple of the verbs in brackets.

► The car *stopped* (stop) at the lights.

- 1 We (leave) the cinema before the end of the film.
- 2 The streets (be) crowded with people.
- 3 My grandmother (die) last year.
- 4 Everyone (have) a marvellous time.
- 5 We (not / like) the food they gave us.
- 6 Claire (go) to Egypt last month.
- 7 The accident (happen) last weekend.
- 8 It (not / be) a very comfortable journey.
- 9 I (know) that ages ago.

Test 2B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► There were lights on the spacecraft, (had)

The spacecraft had lights on it.

- 1 I had my old coat on. (wearing)
- 2 I was on holiday, and you were on holiday, too. (we)
- 3 It isn't true that I made a mistake, (didn't)
- 4 The boys were in the middle of a game of cards, (playing)
- 5 No one told me about the change of plan, (know)
- 6 My friend was the winner of the competition, (won)
- 7 Is it a fact that the Romans built this wall? (did)

Test 2C

Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) when I started out on the last part of my walk around the coast of Britain. The sun was (1)....., and a light wind (2)..... blowing from the south-west. I was pleased that it (3)..... raining. I knew by now that I

(4).....like rain. In fact I (5)..... it.

I (6)..... along the cliff top and then down into the lovely little fishing village of Wellburn, past a cafe where people (7)..... having morning coffee. Three miles past Wellburn I (8)..... down for five minutes and (9)..... a drink. Now it (10)..... getting warmer, so I (11)..... off one of my sweaters. I (12)..... stop for long because I (13)..... to reach Seabury by lunch-time. (14)..... I finally got there, it (15)..... just after half past twelve.

Test 2D

Each of these sentences has a mistake in it. Write the correct sentence,

The hotel were very quite.

The hotel was very quiet.

1 ~~It was peaceful, and the birds were sing.~~

2 ~~I washed my hair when the phone rang.~~

3 ~~You came to the club last night.~~

4 ~~It taked ages to go home.~~

5 ~~5. We tried to keep quiet because the baby sleeping~~

6 ~~As I was watching him, the man was suddenly running away.~~

7 ~~We pass a petrol station two minutes ago.~~

8 ~~Everything was seeming OK.~~

9 ~~Where bought you that bag?~~

10 ~~When I heard the alarm I was having the room immediately.~~

Test 2E

Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple. ►

When Martin *arrived* (arrive) home, Anna *was talking* (talk) to someone on the phone. Martin *started* (start) to get the tea.

1 I (lie) in the bath when the phone (ring).
It (stop) after a few rings.

2 It (be) cold when we (leave) the house that day, and
a light snow (fall).

3 Your friend who (come) here the other day (seem)
very nice. I (enjoy) meeting her.

4 When I (see) the man, he (stand) outside the bank.
He (have) a black baseball cap on.

5 When I (open) the cupboard door, a pile of books
(fall) out.

6 I (walk) along the street when I suddenly (feel)
something hit me in the back. I (not / know) what it was.

We (go) to London yesterday, but on the way

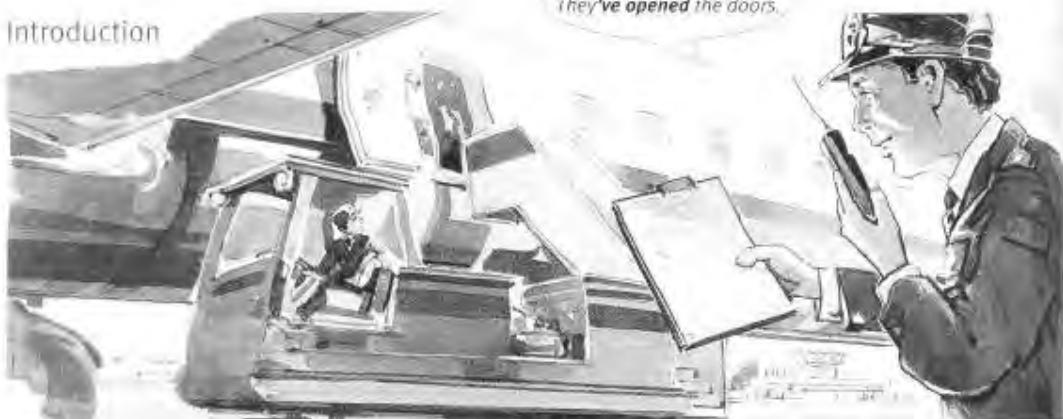
We (hear) about a bomb scare in Oxford Street. So

We (drive) back home straightaway.

8 Something very strange (happen) to me on my way home from work
yesterday afternoon. I (drive) along the bypass at the time. Suddenly
I (see) my mother in the seat beside me. But she died three years ago.

11 The present perfect (1)

A Introduction



The present perfect tells us about the past and the present.

The aircraft has landed means that the aircraft is on the ground now.

B Form

The present perfect is the present tense of **have** + a past participle.

I/you/we/they have washed OR *I/you/we/they've washed*
he/she/it has washed OR *he/she/it's washed*

NEGATIVE

I/you/we/they haven't washed
he/she/it hasn't washed

QUESTION

have I/you/we/they washed?
has he/she/it washed?

Regular past participles end in **ed**, e.g. **washed, landed, finished**. *We've washed the dishes.* *Have you opened your letter? The aircraft has landed safely.* *How many points has Matthew scored? The students haven't finished their exams.*

C Irregular forms

Some participles are irregular.

I've made a shopping list. *We've sold our car.* *I've thought about it a lot.*
Have you written the letter? *She hasn't drunk her coffee.* For a list of irregular verbs see page 383.

There is a present perfect of **be** and of **have**.

The weather has been awful *I've had a lovely time, thank you.*

D Use

When we use the present perfect, we see things as happening in the past but having a result in the present.
We've washed the dishes. (They're clean now.) *The aircraft has landed.* (It's on the ground now.)
We've eaten all the eggs. (There aren't any left.) *They've learnt the words.* (They know the words.)
You've broken this watch. (It isn't working.)

11 Exercises

1 Form (B)

Add a sentence. Use the present perfect.

► I'm tired. (I / walk / miles) *I've walked miles.*

- 1 Emma's computer is working now. (she / repair / it)
- 2 It's cooler in here now. (I / open / the window)
- 3 The visitors are here at last, (they / arrive)
- 4 Mark's car isn't blocking us in now. (he / move / it)
- 5 We haven't got any new videos, (we / watch / all these)

2 Irregular forms (C)

Look at the pictures and say what the people have done.

Use these verbs: *break, build, catch, see, win*

Use these objects: *a film, a fish, a house, his leg, the gold medal*



► She's won the gold medal.

1.

3

2.

4

3 Review (A-D)

Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (►) *Have you finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) (I / not / do) very much. And it looks just the same as before. This new paint (2) (not / make) any difference.

Laura: (3) (you / not / put) enough on.

Trevor: (4) (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) (you / have) enough of decorating. Well, I'll do it. Where (6) (you / put) the brush?

Trevor: I don't know. (7) (it / disappear).

(8) (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) (you / do) in here? Nothing! (10) (I / paint) two doors.

Trevor: (11) (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (12) (we / make) some progress, I suppose.

Now, where (13) (that brush / go)?

Oh, (14) (you / leave) it on the ladder, look.

12 The present perfect (2): just, already, yet; for and since



A Just, already and yet

We can use the present perfect with **just**, **already** and **yet**.

Just means 'a short time ago'. Vicky heard about the concert not long ago. **Already** means 'sooner than expected'. They sold the tickets very quickly. We use **yet** when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

Just and **already** come before the past participle (**heard**, **sold**). **Yet** comes at the end of a question or a negative sentence.

Here are some more examples.

We've just come back from our holiday.

I've just had an idea.

It isn't a very good party. Most people have already gone home.

*My brother has already crashed his new car.
It's eleven o'clock and you haven't finished breakfast yet.*

Has your course started yet? But for American English see page 377.

B For and since

We can use the present perfect with **for** and **since**.

Vicky has only had that camera for three days. Those people have been at the hotel since Friday.

I've felt really tired for a whole week now.

We've lived in Oxford since 1992. NOT We live here since 1992. Here something began in the past and has lasted up to the present time.

We use **for** to say how long this period is (**for three days**). We use **since** to say when the period began (**since Friday**).

We use **how long** in questions.

How long has Vicky had that camera? ~ Since Thursday, I think.

How long have Trevor and Laura been married? ~ Oh, for about three years.

We can also use the present perfect with **for** and **since** when something has stopped happening. / **haven't seen Rachel for ages. She hasn't visited us since July.**

11,13 More on the present perfect 14-15 Present perfect or past simple?

17 Present perfect continuous or simple? 114 Yet, still and already 121 For, since, ago and before

12 Exercises

1 Just (A)

Write replies using the present perfect and *just*.

Use these past participles: *checked, eaten, made, remembered, rung, tidied*

► We must find out the address. ~ It's all right, *I've just remembered it.*

1 The children's room looks neat. ~ Yes, they've

2 Is Daniel making some coffee? ~ It's ready.

3 What happened to that chocolate? ~ Sorry,,

4 Has Rachel got all the answers right? ~ Yes,

5 Have you told your sister? ~ Yes, I've

2 Just, already and yet (A)

Complete the dialogue. Use the present perfect with *just, already* and *yet*.

Vicky: (►) You haven't done your project yet (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) (I / not / start / it / yet).

Vicky: (2).....(I / just / see / Andrew), and he says

(3).....(he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4).....(I / not / finish / my plan / yet).

Rachel: (5).....(you / already / begin) to worry about it, haven't you?

Take it easy. There's plenty of time.

Vicky: (6).....(we / already / spend) too long thinking about it.

(7).....(I / not / do / any real work / yet)

and (8).....(I / just / realize) that there are only four weeks to the end of term.

Rachel: OK. (9).....(I / just / decide) to start next week. Well, maybe.

3 For and since (B)

Andrew is a very hard-working student. It's midnight and he is still working at his computer.

Write sentences with the present perfect and *for* or *since*.

► be / at his computer / six hours *He's been at his computer for six hours.*

1 not / have / any fun / a long time

2 have / a cold / a week

3 not / see / his friends / ages

4 not / do / any sport / last year

5 be / busy with his studies / months

4 For and since (B)

Complete the sentences.

? You ought to wash the car. You haven't *washed it for ages*.

? I'd better have a shower. I haven't *had one since Thursday*.

1 I think I'll ring my girlfriend. I haven't the weekend.

2 We're going to see some old friends. We haven't five years.

3 Let's watch a video, shall we? We haven't quite a while.

4 We could have a barbecue. We haven't last summer.

5 Shall we play tennis? We haven't our holiday.

13 The present perfect (3): ever, this week, etc

A Gone to or been to?



Claire has gone to Australia.

Gone there means that she is still there.

Claire has been to Australia.

Been there means that the visit is over.

B Ever and never

Mark: *Where have you been this time, Claire?*

Claire: *I've just come back from the States. Florida.*

Mark: *You get around, don't you? I've never been to Florida. Was it good?*

Claire: *It was OK. Not as good as Australia. I might go to Brazil next time. Have you ever been there?*

Mark: *No, / haven't.*

We can use **ever** and **never** with the present perfect. We use **ever** in questions. In *Have you ever been to Brazil?* the word **ever** means 'in your whole life up to the present time'. **Never** means 'not ever'.

Here are some more examples.

Have you ever played cricket? ~ No, never. Has Andrew ever had any fun? ~ I don't think so.

I've never ridden a motor bike in my life. You've never given me flowers before. This is the most expensive hotel we've ever stayed in.

C First time, second time, etc

After **It's/This is the first/second time**, we use the present perfect.

This is the first time we've been to Scotland, so it's all new to us.

This is the second time Rachel has forgotten to give me a message. I love this film. I think it's the fourth time I've seen it.

D Today, this week, etc

We use the present perfect with **today** and phrases with **this**, e.g. **this morning, this week, this year**.

We've done quite a lot of work today.

I haven't watched any television so far this week.

Have you had a holiday this year? ~ No, not yet. This year is the period which began in January and has lasted up to the present time.

13 Exercises

1 Gone to or been to? (A)

Complete the conversation. Put in *gone* or *been*.

Emma: Hi. Where's Rachel?

Vicky: She's (►) *gone* to the supermarket to get something for a meal.

Emma: But I've got some chicken for tonight. I've just (1)..... to a supermarket on my way home, that new place near the station.

Natasha: I haven't (2) to that one yet.

Vicky: Where's Jessica? Isn't she here?

Emma: No, she's (3)..... to London. She'll be back tomorrow.

2 Ever and never (B)

Write the questions and answers. Use the information in brackets.

► Matthew: (*sailing?*) *Have you ever been sailing?*

Natasha: (no, windsurfing) No, *I've never been sailing*, but *I've been windsurfing*.

1 Laura: (San Francisco?)

Mark: (no, Los Angeles)
But

2 Tom: (basketball?)

Trevor: (no, volleyball)
But

3 Daniel: ('Hamlet')

Vicky: (no, 'Macbeth')
But

3 First time, second time, etc (C)

What would you say in these situations? Use *time* and the present perfect.

► You are watching a cricket match. You have never seen one before.

This is the first time I've seen a cricket match.

1 You have lost your bank card. It has happened once before.

This is

2 The washing-machine has broken down. This has happened twice before.

3 You are in England for the first time in your life.

4 You are staying in a hotel where you once stayed before.

5 You have missed the bus. You've done the same thing about four times before.

4 Today, this week, etc (D)

Complete the sentences. Use the present perfect.

► Mark buys a newspaper most mornings, but *he hasn't bought one this morning*.

1 I see Vicky most days, but

2 We go to the club most weekends, but

3 We usually have a party each term, but ..

4 Someone usually rings in the evening, but no one

14 Present perfect or past simple? (1)

A I have done or I did?



The present perfect tells us about the past and the present. United have won the Cup, so it's theirs now.

The past simple tells us about the past, a time which is finished. Last year is in the past.

We use the past simple (not the present perfect) to talk about times in the past such as yesterday, last week, in 1994, a hundred years ago.

We watched United last week, NOT We have watched United last week.

Long ago dinosaurs lived here. NOT Long ago dinosaurs have lived here.

Here are some more examples.

PRESENT PERFECT

Emma has packed her case.

(So her things are in the case now.)

Mike has repaired the chair.

(So it's all right now.)

The plane has just landed.

I've turned the heating on. (It's on now.)

I've dropped my calculator. (It's on the floor now.)

PAST SIMPLE

Emma packed her case last night.

(Her things may be unpacked now.)

Mike repaired the chair.

(It may be broken again now.)

The plane landed ten minutes ago.

I turned the heating on earlier; but it's off again now.

I dropped my calculator, but it seems to be OK.

6 I've done it. I did it yesterday.

Trevor: *We've bought a new car.*

Tom: *Oh, have you? What sort?*

Laura: *An Adagio. We bought it last week.*

We often give a piece of news in the present perfect, e.g. *We've bought a new car.* (The car is ours now.) We use the past simple, e.g. *We bought it last week*, to give details or to ask for details about things such as when and where it happened.

Here are some more examples.

I've found my wallet. ~ *Oh, good. Where did you find it?*

Your parcel has arrived. *The postman brought it at eight o'clock.*

They've closed the factory. ~ *Really? When did they do that?*

C Structures with for, since and last

PRESENT PERFECT

We can say that something hasn't happened for a long time or since a specific time in the past.

We haven't had a party **for ages.**

We haven't had a party **since Christmas.**

PAST SIMPLE

We can say that it is a long time since something happened or when was the last time it happened.

It's ages since we last had a party.

Christmas was the last time we had a party.

14 Exercises

1 I have done or I did? (A)

Put in the correct verb form.

- ? *I've done* (I / do) all the housework. The flat is really clean now.
- ? A young couple *bought* (buy) the house next door. But they didn't live there long.
- 1 Our visitors (arrive). They're sitting in the garden.
- 2 There's still a problem with the television. Someone (repair) it, but then it broke down again.
- 3 (I / lose) my bank card. I can't find it anywhere.
- 4 The match (start). United are playing well.
- 5 My sister (run) away from home. But she came back two days later.
- 6 Daniel (earn) some money last week. But I'm afraid he's already spent it all. (we / plant) an apple tree in the garden. Unfortunately it died.
- 8 Prices (go) up. Everything is more expensive this year.
- 9 Someone (turn) on the hi-fi. What's that song called?
- 10 (I / phone) the office at eleven to speak to the manager, but he isn't there today.
- 11 (I / make) a cake. Would you like a piece?
- 12 The runner Amos Temila (break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

2 I've done it. I did it yesterday. (B)

Things that have happened today are on the radio and TV news.

Give the news using the present perfect and past simple.

- the Prime Minister / visit Luton University / speak to students there / earlier today
The Prime Minister has visited Luton University. He spoke to students there earlier today.

- 1 the train drivers / go on strike / stop work / at twelve o'clock
- 2 the Queen / arrive in Toronto / fly there / in an RAF aircraft
- 3 two men / escape from Parkhurst Prison / get away / during the night
- 4 the actor Howard Bates / die in a car accident / his car / crash into a wall
- 5 Linda [ones / win the women's marathon / run it / in 2 hours 27 minutes

3 Structures with for, since and last (C)

Complete the conversations.

- Mike: This car is filthy. I haven't been to the car wash for about a year.
Tom: What! You mean it's twelve months *since you last went* to the car wash?
- 1 Laura: I haven't used my camera recently. June was the last time I took a photo.
Trevor: Really? I'm surprised you June.
- 2 Rachel: I haven't seen Andrew for weeks.
Daniel: Nor me. It's him.
- 3 Tom: What about a game of cards? We haven't played since your birthday.
David: Really? You mean my birthday cards?
- 4 Emma: I feel terrible. It's three days since I ate anything.
Vicky: What did you say? You three days?

15 Present perfect or past simple? (2)

A I've been or I was?



PRESENT PERFECT

We use the present perfect for a state which has gone on up to the present. (David is still in hospital.)

We've lived here for ten years.

(And we still live here.)

PAST SIMPLE

We use the past simple for a state in the past, in a period which is finished. (David's stay in hospital is over.)

We lived there for ten years.

(We don't live there now.)

B Have you (ever)...? and Did you (ever)...?

PRESENT PERFECT

We use the present perfect for actions in a period of time up to the present.

This young director has made four films so far. He has made films means that it is possible he will make more films.

Here are some more examples.

Have you ever been to America? ~ Yes, twice. I've played table tennis before. We've never had any money.

PAST SIMPLE

We use the past simple for actions in the past, a period which is finished.

The director made many films in his long career. *He made films* means that his career in films is over. He won't make any more.

Did Churchill ever go to America? ~ Yes, I think so.

I played table tennis at college.

We never had any money in those days.

C Today, this week, etc

PRESENT PERFECT

We use **today** and phrases with **this** for a period up to the present.

It hasn't rained today.

Have you seen this week's magazine?

PAST SIMPLE

We use **yesterday** and phrases with **last** for a past period.

It rained yesterday.

Did you see last week's magazine?

But sometimes **today** etc can mean a past period. Compare:

/ haven't seen Rachel today.

(It's still daytime.)

Has the post come this morning?

(It's still morning.)

I didn't see Sarah at work today.

(The working day is over.)

Did the post come this morning?

(It's later in the day.)

15 Exercises

1 I've been or I was? (A)

Complete this letter to a newspaper. Put in the present perfect or past simple.

A few days ago I (►) *learned* (learn) that someone plans to knock down the White Horse Inn. This pub (VJ *has been* (be) the centre of village life for centuries. It (1)..... (stand) at our crossroads for 500 years. It (2)..... (be) famous in the old days, and Shakespeare once (3)..... (stay) there, they say. I (4)..... (live) in Brickfield all my life. The villagers (5).....(know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (6)..... (be) happy, but this week we're angry. We will stop them, you'll see.

2 Have you (ever)...? and Did you (ever)...? (B)

Look at each conversation and choose the best sentence, a) or b).

► Have you heard about the woman walking across the US? ~ Yes, she's reached the Rockies.

a) The walk is continuing, b) The walk has finished.

1 Have you ever played beach volleyball? ~ Yes, we played it on holiday.

a) The holiday is still going on. b) The holiday is over.

2 Did you know old Mr Green? ~ No, I never met him.

a) Mr Green is probably alive, b) Mr Green is probably dead.

3 Wayne Johnson is a great footballer. ~ Yes, he's scored 200 goals for United.

a) Wayne Johnson still plays for United, b) Wayne Johnson has left United.

3 Today, this week, etc (C)

Put in *this*, *last*, *today* or *yesterday*.

► *Last* month prices went up, but *this* month they have fallen a little.

1 It's been dry so far week, but week was very wet.

2 I went shopping earlier and spent all the money I earned

3 We didn't have many visitors year. We've had a lot more year.

4 I don't feel so tired now. We got up quite late morning. I felt really tired when we got up so early.

4 Present perfect or past simple? (Units 14 and 15)

Put in the verbs.

Tom: (►) *Have you heard* (you / hear) the news about David?

Harriet: No. (1).....(what / happen)?

Tom: (2)..... (he / have) an accident. He was walking down some steps. (3)..... (he / fall) and (4)..... (break) his leg.

Harriet: Oh, how awful! When (5).....(it / happen)?

Tom: Yesterday afternoon. Melanie (6)..... (tell) me about it last night.

Harriet: Last night! (7)..... (you / know) about it last night, and (8)..... (you / not / tell) me!

Tom: Well, (9)(I / not / see) you last night. And (10)(I / not / see) you today, until now.

Harriet: I hope he's all right. (11)(he / have) lots of accidents, you know. (12)(he / do) the same thing about two years ago.

Test 3 Present perfect and past simple (Units 11-15)

Test 3A

Put in the past participles of the verbs in brackets.

► We've *found* (find) all the answers.

- 1 Have you (wash) the car?
- 2 You haven't (eat) very much.
- 3 They've (open) a new supermarket.
- 4 You've (write) it in pencil.
- 5 I've (make) the sandwiches.
- 6 We've (have) our lunch.
- 7 United have (score) a goal.
- 8 The balloon has (land) in a field.
- 9 Who's (break) this glass?
- 10 It's warm because the heating has (be) on.
- 11 Have you (sell) your flat yet?
- 12 I've (finish) that job at last.

Test 3B

Complete the second sentence so that it follows on from the first. Use the present perfect.

► My hair is tidy now. I've *brushed* my hair.

- 1 The door is open. Someone the door.
- 2 This is Oliver's drawing, look. Oliver a picture.
- 3 The calculator is broken. Someone the calculator.
- 4 United are the winners. United the game.
- 5 There's no more wine in the bottle. We all the wine.
- 6 The floor is clean now. I the floor.
- 7 I know my number now. I my number by heart.
- 8 The guests are here now. The guests
- 9 I'm still working on the computer. I with the computer yet.

Test 3C

Decide which word is correct.

► I'd like to borrow this book. Has Anna read it *yet*?

a) done b) for c) just d) yet

- 1 Ben writes very quickly. He's finished his essay,
a) already b) been c) for d) yet
- 2 What are you going to do? ~ I don't know. I haven't decided
a) just b) long c) since d) yet
- 3 I've to London. I went there in June.
a) been b) gone c) just d) yet
- 4 Have you done any skiing?
a) ever b) for c) just d) long
- 5 My boyfriend hasn't rung week,
a) for b) last c) since d) this
- 6 I haven't seen that coat before. How have you had it?
a) already b) for c) long d) since
- 7 The girls have to the cinema. They won't be back until ten o'clock.
a) already b) been c) gone d) just

8 I haven't seen my parents last Christmas.
 a) already b) before c) for d) since

9 This is the first I've ever lived away from home.
 a) already b) since c) that d) time

10 This programme must be new. I've seen it before.
 a) ever b) never c) since d) yet

Test 3D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary *have* or *has* out of the sentence and write it in the space.

? Susan has lost her keys. She can't find them anywhere. V
 ? Christopher has hurt his hand, but it's OK now. has

1 The directors have arrived half an hour ago, but they didn't stay long.

2 It's raining, and Peter has left his umbrella behind, look.

3 It's a long time since your friends have last visited us.

4 None of you have called me for weeks. Aren't we friends any more?

5 We can play tennis now. The others have finished.

6 The company has bought some land, but then it sold it.

7 The computer isn't on now. Someone has turned it off.

8 Tessa has posted the parcel. It's on its way to you.

9 Several bombs have gone off in the city centre. It has happened an hour ago.

10 Simon has left. He and Oliver have left after lunch.

Test 3E

Put in the present perfect or past simple of the verbs in brackets.

? I've had (have) these shoes since my eighteenth birthday.

? I tidied (tidy) my desk, but now it's in a mess again.

1 The last time I (go) to Brighton was in August.

2 I'd like to meet a ghost, but I (never / see) one.

3 I've finished my homework. I (do) it before tea.

4 And the race is over! And Micky Simpson (win) in a record time!

5 I (work) for a computer company for a year. That was after college.

6 What time (you / get) to work this morning?

7 Martin (be) to Greece five times. He loves the place.

8 The President (come) out of the building and is going to make a speech.

9 You won't believe this, but I've got some tickets for the concert. ~ Oh, well done. How (you / get) them?

10 Of course I can ride a bike. But I (not / ride) one for years.

11 Marilyn Monroe (be) in about thirty films.

12 (you / ever / bake) your own bread? ~ No, but I might try it some time.

13 Janet (be) very ill three years ago.

14 Rupert has left a message for you. He (ring) last night.

15 (you / see) the news today? ~ No, not yet. I'll watch it at ten.

16 We moved here in 1993. We (be) here a long time now.

16 The present perfect continuous

A Introduction

We use the present perfect continuous for an action (*waiting*). The action happens over a period of time (*for twenty minutes*). Here the period lasts up to the present - they are still waiting now.



B Form

The present perfect continuous is the present tense of **have + been** + an ing-form.

*I/you/we/they have been waiting OR I/you/we/they've been waiting
he/she/it has been waiting OR he/she/it's been waiting*

NEGATIVE

*I/you/we/they haven't been waiting
he/she/it hasn't been waiting*

QUESTION

*have I/you/we/they been waiting?
has he/she/it been waiting?*

We've been standing here for ages. It has been raining all day.

Have you been waiting long? Our team hasn't been doing very well lately.

C Use

We use the present perfect continuous for an action over a period of time leading up to the present (see A). In these examples the action is still going on.

We've been waiting here for twenty minutes. (We're waiting now.)

Listen. That burglar alarm has been ringing since eight o'clock this morning.

We must use the perfect in these situations.

NOT ~~We wait here for twenty minutes~~ OR ~~We're waiting here for twenty minutes~~.

We can use the present perfect continuous to talk about repeated actions up to now.

Natasha has been playing the piano since she was four. We can also use it to talk about an action which ends just before the present.

I've been swimming. That's why my hair is wet.

D For, since, how long and recently

We can use the present perfect continuous with **for** and **since** (see Unit 121).

My sister has been staying with me for three weeks now.

You've been playing on that computer since seven o'clock.

We use **how long** in questions.

How long have you been waiting?

Note also **recently** and **lately**. These both mean 'in the last few days or weeks'. *I haven't been feeling very well recently. What have you been doing lately?*

16 Exercises

1 Form (B)

Put in the verbs. Use the present perfect continuous.

Ilona: Sorry I'm late.

Emma: It's OK. (►) / haven't been waiting (I / not / wait) long.

What(1)..... (you/do)?

Ilona: I've been with Mrs King. (2) (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (3) (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England.

(4) (I / try) to improve it.

I think (5) (it / get) better lately.

Emma: Your accent is fine, Ilona. Honestly.

2 Use(C)

Say what these people have been doing. Use these verbs: *argue, cook, drive, wait, work*



► Andrew is tired because *he's been working* all day.

1 Trevor and Laura are upset because

2 David is hot because

3 Mark feels very stiff because all day.

4 Henry is annoyed a long time for Claire.

3 Use(C-D)

What could you say in these situations? Write sentences with the present perfect continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*

► A video is on. It began two hours ago, and it hasn't finished yet.

The video has been playing for two hours.

1 Matthew went into the water an hour ago. He doesn't want to come out yet.

2 Your friends started their journey around the world three months ago. They've gone about halfway now.

3 Mark got to the office early this morning. Ten hours later he's still there.

4 Melanie rang Rita forty minutes ago, and they're still on the phone.

5 Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

17 Present perfect continuous or simple?

A I have been doing or I have done?



Mike has been repairing the car.

We use the present perfect continuous for an action happening over a period of time (see Unit 16). We are thinking of Mike doing the repair and getting oil on his hands.

Here are some more examples.

OVER A PERIOD (have been doing)

We've been touring Scotland. A strong wind has been blowing all day. Vicky is out of breath. She's been running. I've been writing an essay. I'm tired now.

We normally use the continuous form when we say how long.

**Rachel has been playing music all day.
I've been ironing shirts since ten o'clock.
How long have you been learning to drive?**



Mike has repaired the car.

We use the present perfect simple for a complete action (see Unit 11). We are thinking of the finished repair and the result of the repair - that the car is all right now.

COMPLETE (have done)

We've finished our tour of Scotland. The wind has blown a tree over. Vicky is here at last. She's run all the way. I've written an essay. I can hand it in now

We normally use the simple form when we say how much/many.

**Rachel has played at least twenty CDs.
I've ironed eight shirts.
How many driving lessons have you had?**

B States and actions

We cannot normally use the continuous form with a state verb (see Unit 7).

I've known the secret for a long time, NOT I've been knowing the secret. My parents have had this car for about ten years. We've never been very happy here, I'm afraid.

Live and work (= have a job) can be continuous or simple, with no difference in meaning.

We've been living here since 1992. OR We've lived here since 1992.

Sarah has been working for the company for three years now. OR Sarah has worked for the company for three years now.

17 Exercises

1 I have been doing or I have done? (A)

Look at these conversations and put in the correct form of the verb. Use the present perfect continuous or simple.

► Sarah: I feel really tired.

Mark: It's because *you've been doing* (you / do) too much.

Sarah: Well, at least *I've finished* (I / finish) that report now, and I can relax.

1 David: Someone (leave) the ladder outside, look.

Harriet: I expect that's Mike. (he / clean) the windows. I don't think (he / finish) yet.

2 Laura: You've got mud on your shoes.

Trevor: It's all right, I'll take them off (I / work) in the garden.

Laura: Yes, it looks a lot tidier. Well done (you / do) a good job.

3 Tom: (I / hear) that you and Harriet are building a garage.

How long (you / do) that?

Mike: Oh, for about a month now. (we / do) about half of it.

2 I have been doing or I have done? (A)

What would you ask in these situations? Use the present perfect continuous or simple.

? Your friend is wearing glasses. You've never seen him with glasses on before. Ask him how long ...

How long have you been wearing glasses ?

? Nick is playing computer games. Ask him how many ...

How many computer games have you played ?

- 1 You meet a group of people walking across country. Ask them how many miles ...
- 2 Some workmen are digging up the road outside Sarah's house. Ask her how long ...
- 3 Laura is taking lots of photos of you and your friends. Ask her how many ...
- 4 You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long ...

3 I have been doing or I have done? (A-B)

Complete the conversation. Put the verbs in the present perfect continuous or simple.

Laura: What are you doing, Trevor? (►) *You've been* (you / be) in here for ages. You're making an awful mess.

Trevor: (1) (I / clear) out this cupboard most of the afternoon. There's a lot of old stuff in here. (2) (I / find) these, look.

Laura: (3) (you / sit) there staring at those old boots for the last five minutes. (4) (I / watch) you.
(5) (you / be) in a dream.

Trevor: They're football boots. (6) (I / have) them since I was about sixteen. (7) (they / be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. (8) (I / never / have) a tennis racket.

18 The past perfect

A Introduction

IN THE CANTEEN AT WORK, MARK IS TELLING A COLLEAGUE ABOUT THE DREADFUL DAY HE HAD YESTERDAY.



I felt really tired when I took the train to work yesterday because Sarah and I had been to a party the evening before. We hadn't gone to bed until after one. I hadn't been on the train long when I had a bit of a shock. I suddenly realized that I'd left my wallet at home. Then I began to wonder. Had I left it in the office the day before? I just couldn't remember. I wanted to go back to bed. I felt awful.

The situation is in the past (*I took the train ... I felt tired ...*). When we talk about things before this past time, we use the past perfect.

Sarah and I had been to a party the evening before.

I'd left my wallet at home.

We are looking back from the situation of the train journey to the earlier actions - going to a party and leaving home without the wallet.

Here are some more examples of the past perfect. *It was twenty to six. Most of the shops had just closed.*

I went to the box office at lunch-time, but they had already sold all the tickets. By 1960 most of Britain's old colonies had become independent.

As well as actions, we can use the past perfect to talk about states.

I felt better by the summer, but the doctor warned me not to do too much. I'd been very ill. The news came as no surprise to me. I'd known for some time that the factory was likely to close.

B Form

The past perfect is **had** + a past participle.

He had enjoyed the party, OR He'd enjoyed the party.

They hadn't gone to bed until late. Where had he put his wallet? For irregular past participles see page 383.

C Present perfect and past perfect

Compare these examples.

PRESENT PERFECT (before now)

*My wallet isn't here. I've left it behind.
The match is over. United have won.
That man looks familiar. I've seen him somewhere before.*

PAST PERFECT (before then)

*My wallet wasn't there. I'd left it behind.
The match was over. United had won.
The man looked familiar. I'd seen him somewhere before.*

18 Exercises

1 The past perfect (A)

Read about each situation and then tick the right answer.

► Two men delivered the sofa. I had already paid for it.
Which came first, a) the delivery, or b) V the payment?

1 The waiter brought our drinks. We'd already had our soup.
Which came first, a) the drinks, or b) the soup?

2 I'd seen the film, so I read the book.
Did I first a) see the film, or b) read the book?

3 The programme had ended, so I rewound the cassette.
Did I rewind the cassette a) after, or b) before the programme ended?

4 I had an invitation to the party, but I'd arranged a trip to London.
Which came first, a) the invitation, or b) the arrangements for the trip?

2 The past perfect (A-B)

Add a sentence with the past perfect using the notes.

► Claire looked very suntanned when I saw her last week.
She'd just been on holiday, (just / be on holiday)

1 We rushed to the station, but we were too late.
..... (the train / just / go)

2 I didn't have an umbrella, but that didn't matter.
..... (the rain / stop)

3 When I got to the concert hall, they wouldn't let me in.
..... (forget / my ticket)

4 Someone got the number of the car the raiders used.
..... (steal / it / a week before)

5 I was really pleased to see Rachel again yesterday.
..... (not see / her / for ages)

6 Luckily the flat didn't look too bad when my parents called in.
..... (just / clean / it)

7 The boss invited me to lunch yesterday, but I had to refuse the invitation.
..... (already / eat / my sandwiches)

3 Present perfect and past perfect (C)

Put the verbs in the present perfect (*have done*) or past perfect (*had done*).

? It isn't raining now. It's *stopped* (stop) at last.

? We had no car at that time. *We'd sold* (sell) our old one.

1 The park looked awful. People (leave) litter everywhere.

2 You can have that newspaper. I (finish) with it.

3 There's no more cheese. We (eat) it all, I'm afraid.

4 There was no sign of a taxi, although I (order) one half an hour before.

5 This bill isn't right. They (make) a mistake.

6 I spoke to Melanie at lunch-time. Someone (tell) her the news earlier.

7 I was really tired last night. I (have) a hard day.

8 Don't you want to see this programme? It (start).

9 It'll soon get warm in here. I (turn) the heating on.

10 At last the committee were ready to announce their decision.
They (make) up their minds.

19 Review of the past simple, continuous and perfect

A Introduction

Read this true story. It happened some years ago.

A young man walked into a supermarket in Southampton and put a few items of food in a basket. He had chosen a time when not many people were shopping in the store. He found a checkout where no one else was waiting. When the cashier had checked the goods, the man gave her a £10 note. When she opened the till, the man quickly snatched all the money from it and ran out of the store before she realized what was happening. At the time the security guard was standing at the other end of the store. When staff checked the records in the till, they found that the thief had taken only £4.37. As he had left the £10 note behind, the operation had cost him £5.63.

B Comparison of tenses

We use the past simple to talk about the past (see Unit 8).

He snatched the money and ran away. The past simple is used for the actions in the story, to tell us what happened next.

We use the past continuous (see Unit 9) for something around a past time or a past action.

At the time of the incident, not many people were shopping in the store.

The few customers were in the middle of doing their shopping.

We use the past perfect (see Unit 18) for things before a past situation.

Staff found that the thief had taken only £4.37. The theft of the money happened before they found out how much.

C Past simple and past continuous

We often use these two forms together when a shorter action comes in the middle of a longer one (see Unit 10B).

/ was waiting at the checkout when I noticed a strange-looking man.

Seeing the man came in the middle of the wait.

D Past simple and past perfect

When we use these two forms together, we use the past perfect for what happened earlier.

A man walked into a supermarket. He had chosen a quiet time. The choice of the time came before the arrival in the supermarket.

In this example, one past action followed another.

He filled the basket and went to the checkout. We can also use either **when ... had done**, or **after ... did/had done**.

When he had filled the basket, he went to the checkout.

After he had filled (OR After he filled) the basket, he went to the checkout. But when one short action comes straight after another, we use the past simple for both.

When she opened the till, he snatched all the money out of it.

Note the different meanings.

When I switched the TV on, the programme started. I was just in time.

When I switched the TV on, the programme had started. I missed the beginning. We can use the past perfect or the past simple with **before** or **until**. There is no difference in meaning.

The man arrived at the store before it had opened/before it opened.

The chairman didn't speak until he had heard/until he heard all the arguments.

19 Exercises

1 Past simple, continuous and perfect (A-D)

Look at these sentences and then tick the right answer.

► David and Tom were talking together when a young woman spoke to them.
Which took more time, a) what David and Tom said, or b) what the woman said?

1 Mike had put up the tent, but Harriet was still unloading things from the car.
Which finished first, a) putting up the tent, or b) unloading?

2 Mark went home and switched off the computer.
What did he do first, a) go home, or b) switch off the computer?

3 When Claire arrived, Henry was walking up and down.
Which started earlier, a) Claire's arrival, or b) Henry's walking?

4 When Sarah had phoned the office, she drove to the hotel.
Did she phone the office a) before, or b) after driving to the hotel?

2 Past simple and past perfect (D)

Write the two sentences as one. Use *when* and the past perfect in either the first or the second part of the sentence.

► I took the book back to the library. I read it.
/ took the book back to the library when I'd read it.

► The students did the experiment. They wrote a report on it.
When the students had done the experiment, they wrote a report on it.

1 Nick saved enough money. He bought a motor bike.

2 Mark put all the dishes away. He dried them.

3 I looked both ways. I pulled out into the road.

4 The golfers went into the clubhouse. They played the last hole.

3 Past simple, continuous and perfect (A-D)

Daniel is telling the story of how he forgot his passport. Put the verbs into the correct form.

(►) /(*happened* (it / happen) last August at the airport. A few weeks before, a group of us
(1)..... (decide) to go to Greece together for a holiday.
(2)..... (we / wait) in the queue at passport control when suddenly
(3).....(I / realize) that (4).....(I / forget) my passport.
(5)..... (it / be) quite a shock. (6)..... (I / hurry) to a phone and
(7) (ring) my parents. (8)..... (they / work) in the garden,
but luckily my mother (9)..... (hear) the phone.
(10) (they / find) the passport and immediately
(11)..... (drive) to the airport with it. (12)..... ([] / meet) them at
the information desk. (13) (we / have) no time to talk, but
(14)..... (I / say) goodbye to them earlier that morning.
(15)..... (I / run) all the way to the plane. I was just in time. When
(16)..... (I / get) there, the passengers (17).....(sit) in their seats
ready for take-off. When (18) (they / see) me, everyone
(19)..... (start) clapping.

20 The past perfect continuous

A Introduction



David is talking about a situation in the past (*Ifell and broke my leg*). When we look back to something before this past time, we use the past perfect simple (see Unit 18) or the past perfect continuous.

Past perfect simple: *I had taken a bus into town.*

Past perfect continuous: */ had been swimming in the pool*

We use the past perfect continuous for an action which happened over a period of time. The swimming went on for some time before David broke his leg.

B Form

The past perfect continuous is **had been** + an ing-form. / *had been waiting ages*, OR *I'd been waiting ages*. *I had not been paying attention*, OR */ hadn't been paying attention*. *Was the ground wet?*
Had it been raining?

C I had been doing or I had done?

Compare the past perfect continuous and simple.

OVER A PERIOD (**had been doing**)

/ found the calculator. I'd been looking for it for ages. Vicky felt tired because she'd been working all day.

We are thinking of Vicky's work going on as she got tired.

We normally use the continuous with a phrase saying how long.

When the company went bankrupt, it had been losing money for months.

We do not normally use the past perfect continuous for states (see Unit 7). NOT *He had been seeming unwell*

COMPLETE (**had done**)

I finally bought a new calculator. I'd looked everywhere for the old one. Vicky felt pleased because she'd done so much work. We are thinking of Vicky's work as complete.

We normally use the simple form with a phrase saying how much/many.

When the company went bankrupt, it had lost over a million pounds.

We also use the past perfect simple for states (see Unit 7).

The old man had seemed unwell for some time before he died.

D Comparison with other continuous forms

Compare the present perfect continuous (**has/have been doing**) and the past perfect continuous.

Vicky looks very upset. I think she's been crying.

Vicky looked very upset. I thought she'd been crying. Compare the past continuous (**was doing**) and the past perfect continuous.

When I phoned, Natasha was having a piano lesson. (I phoned during the lesson.)

When I phoned, Natasha had been having a piano lesson. (I phoned after the lesson.)

20 Exercises

1 Form (B)

Complete the conversation. Put in the past perfect continuous of the verbs.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. (►) *I'd been worrying* (I / worry) about it all week. And I was tired because (1) (I / work) on my project the night before.

(2) (I / not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because

(3) (she / deal) with an unexpected problem, she said.

(4) (I / wait) ages, and I'd got even more nervous.

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident. (5) (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

2 Form and use (A-B)

Add a sentence with the past perfect continuous to explain why. Look at the pictures to find the reasons.



► lie / in the sun



1 cry



2 drive / too fast



3 play / with matches



4 stand / under a tree

► Claire got burnt. *She'd been lying in the sun.*

1 Vicky looked upset.....

2 Henry was stopped by the police.....

3 The children started a fire.....

4 A young man was struck by lightning.....

Comparison with other tenses (C-D)

Put in the correct form of the verbs.

► Tom could hear shouts from the flat next door. His neighbours *were arguing* (argue) again.

1 Emma went into the sitting-room. It was empty, but the television was still on.

Someone (watch) it.

2 I (play) tennis, so I had a shower. I was annoyed because

I (not win) a single game.

3 The walkers finally arrived at their destination. They (walk) all day, and they certainly needed a rest. They (walk) thirty miles.

4 When I saw Nick last week, he said he (stop) smoking. But when I saw him two days later, he (smoke) a cigarette. He looked rather ashamed.

5 I really must go and see the dentist. One of my teeth (ache) for weeks.

6 When Melanie arrived at David's place, he (lie) on the sofa reading a detective novel. He (buy) it at the second-hand bookshop, and he (read) it for most of the afternoon.

TEST 4 Past and perfect tenses (Units 16-20)

Test 4A

Read the conversation. Then look at the answers below and write the correct answer in each space.

Tessa: Hello, Robert. I (►) *haven't* seen you for ages.

Robert: Hello, Tessa. Great to see you. What have you (1)..... doing lately?

Tessa: (2)..... just started a new job in computer software.

Robert: You (3)..... working for Tuffex Plastics when we last met.

Tessa: That's right. I hadn't (4)..... working there long before I got fed up. I (5)..... realized what a horrible job it would be. But what about you? (6)..... you found a job?

Robert: Well, six months ago I (7) working for a car hire company, but then they (8)..... bankrupt. So I'm out of work now.

(9)..... been looking around for another job.

Tessa: Well, I'm sure you'll find one soon.

- a) didn't b) hadn't c) haven't d) wasn't
- 1 a) been b) had c) has d) was
- 2 a) I'd b) I'll c) I'm d) I've
- 3 a) did b) had c) have d) were
- 4 a) be b) been c) done d) had
- 5 a) didn't b) hadn't c) haven't d) wasn't
- 6 a) Did b) Had c) Have d) Were
- 7 a) been b) had c) have d) was
- 8 a) go b) going c) gone d) went
- 9 a) I'd b) I'll c) I'm d) I've

Test 4B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Susan had a green dress on. (*wearing*)

Susan was wearing a green dress.

- 1 The doctor began work at six o'clock and is still working, (has)
- 2 Rupert didn't have his credit card, (forgotten)
- 3 I didn't want to go without taking a photo, (until)
- 4 Nancy has been writing the report. It is finished now. (written)
- 5 My wait in the queue has lasted forty minutes so far. (I)
- 6 When we arrived, everyone was on the dance floor, (dancing)
- 7 The computer has been mine for four years, (had)
- 8 In the middle of our lunch there was a knock at the door, (when)
- 9 Nigel felt sick from eating too many cakes, (because)

Test 4C

Write the sentences correctly.

► I like this CD. ~~I've been having it for ages.~~

I've had it for ages.

1 It was my first day back at work. ~~I was on holiday.~~

2 I'm quite tired now. ~~I play badminton~~

3 I had to sit down. ~~I'd been havig a sheek~~

4 You need a rest. ~~How much have you been working?~~

5 The robbery happened at midday. ~~Lots of people walked along the street outside.~~

6 My sister speaks good English. ~~She is practising her English since last summer.~~

7 At last I have my qualification. ~~I've been passing my exam.~~

8 Michelle looked really sunburnt. ~~She'd lie in the sun for too long.~~

9 We got to the coach stop at nine yesterday. ~~But the coach has already gone.~~

Test 4D

Complete the conversations. Put in the correct form of each verb.

► A: *Did you buy* (you / buy) anything at the antiques sale yesterday?

B: No. / *wanted* (I / want) to buy some jewellery, but *I'd left* (I / leave) my credit card at home.

1 A: Are you still copying those addresses?

B: No, that's all of them (I / finish) now.

2 A: The train is never going to get here.

B: How long (we / wait) now?

A: At least half an hour (we / be) here since ten to five.

3 A: Did you have a nice chat with Tessa?

B: No, not really. When (we / drink) our coffee,
..... (she / hurry) off home.

4 A: It's terrible about that plane crash, isn't it?

B: Yes, *awful* (I / have) breakfast when
..... (I / hear) the news.

5 A: So you sing in a rock band, do you? How long (you / do) that?

B: Oh, since I was sixteen. (we / do) about a dozen concerts.

6 A: Do you know what Polly was so upset about yesterday?

B: No, I don't. But I'm sure (she / cry). Her eyes looked red.

A: Perhaps (she / have) some bad news.

7 A: The shooting was very frightening, I suppose.

B: It certainly was. When we (hear) the shot,
we all (throw) ourselves to the floor.

21 Review of present and past tenses

A Introduction

Study the verb forms.

Present continuous:	<i>Claire is ready to go on safari.</i>
Present simple:	<i>She is waiting for her guide.</i>
Present perfect:	<i>She goes on holiday a lot.</i>
Present perfect continuous:	<i>She has bought a safari suit.</i>
Past simple:	<i>She has been planning her trip for months.</i>
Past continuous:	<i>She bought the suit last week.</i>
Past perfect:	<i>She was going past Harrods when she saw it in the window.</i>
continuous:	<i>She had already decided that she needed a safari suit.</i> Past perfect continuous: <i>She had been looking for one for a week or two.</i>



B I am doing or I do? (Unit 6)

PRESENT CONTINUOUS

We use the present continuous for an action now, something we are in the middle of.

I am writing a letter.

Claire is wearing a safari suit.

We're getting lunch now.

We use the present continuous for a feeling over a short period of time.

Vicky is liking her course much better this year.

We use the present continuous for a temporary situation or routine.

I'm very busy at the moment, so I'm getting up early this week.

PRESENT SIMPLE

We use the present simple for repeated actions, things that happen again and again.

I write home every week.

Tom never wears smart clothes.

We usually get lunch at about one.

We normally use the present simple for thought; and feelings, and for states and permanent facts.

Claire likes holidays.

Four times twelve makes forty-eight.

We use the present simple for a permanent situation or routine.

I usually get up quite late,

C I have done or I did? (Units 14-15)

PRESENT PERFECT

The present perfect tells us about the past and the present.

They have locked the door. No one can get in.

We use the present perfect for a state which has gone on up to the present.

I've known him for ages. He's an old friend.

We use the present perfect for actions in a period of time up to the present.

I have seen the carnival several times.

PAST SIMPLE

The past simple tells us about the past, a time which is finished.

They locked the door at ten o'clock last night.

We use the past simple for a state in the past,

I knew him when we were at college together.

We use the past simple for actions in the past,

I saw the carnival several times as a child.

D I have been doing or I have done? (Unit 17)

PRESENT PERFECT CONTINUOUS

We use the present perfect continuous for an action over a period of time leading up to the present. We are thinking of the action going on.

Daniel's tired. He's been working.

I've been reading all afternoon.

We've been staying here for a week/since Thursday.

PRESENT PERFECT

We use the present perfect simple for a complete action. We are thinking of the result.

At least he's earned some money.

I've read 200 pages.

E I was doing or I did? (Unit 10)

PAST CONTINUOUS

We use the past continuous for an action that we were in the middle of.

I was reading the paper at half past ten.

We often use the past continuous and simple together when a shorter action (simple) comes in the middle of a longer one (continuous).

We were looking for the coffee bar when we met Emma. But we use two past simple verbs for one action after another.

When we saw Rachel, she waved to us.

PAST SIMPLE

We use the past simple for a complete action in the past or for a past state.

I left the house at half past ten.

Vicky had a headache.

F I did or I had done? (Units 18-19)

We use the past simple to talk about a past situation and the past perfect for things that happened earlier. *I threw the magazine away. I'd finished with it. When Sarah found the letter, someone had already opened it.*
When the new people moved in, the house had been empty for a year.

We can use **when ... had done** to say that one thing finished and then something else happened.

When we'd paid the bill, we left the restaurant. But when one short action comes straight after another, we use the past simple for both.

When the firework went off, the dog ran away.

Compare these two sentences.

When we arrived, the others all left. (We arrived and then they left.) *When we arrived, the others had all left.* (They left before we arrived.)

G I had been doing or I had done? (Unit 20)

We use these forms when we look back from a situation in the past.

PAS! PERFECT CONTINUOUS

We use the past perfect continuous for an action over a period of time. We are thinking of the action going on.

Emma's hand ached because she'd been using the computer.

When I finally served the meal, I'd been cooking for hours.

PAST PERFECT

We use the past perfect simple for a complete action. We are thinking of the result,

Her work looked really neat because she'd used the computer.

I felt quite proud that I'd cooked a meal for eight people.

21 Exercises

1 Present tenses (A-D)

Complete the sentences using the notes in brackets. The verbs can be present continuous (*am doing*), present simple (*do*) or present perfect (*have done*).

► We bought this picture a long time ago. *We've had it* (we / have / it) for ages.

1 Sarah finds her mobile phone very useful (she / use / it) all the time.

2 Vicky doesn't know where her watch is (she / lose / it).

3 We're in the middle of decorating our kitchen, so we can't cook any meals.
.....(we / get / them) from a take-away restaurant this week.

4 Claire is on a skiing holiday (she / enjoy / it), she says on her postcard.

5 The colour of this paint is absolutely awful (I / hate / it).

6 These figures certainly should add up (I / check / them) several times already.

7 Trevor and Laura like Scrabble (they / play / it) most evenings.

8 These flowers are dying (you / not water / them) for ages.

2 Present tenses (A-D)

Read about each situation. What else do you say? Use the verb in brackets.

► You can't go out with a friend because you have a Saturday job. (work)
I'm sorry. *I work on Saturdays*.

1 You have just met a friend you last saw months ago. (not see)
Hello! How are you?

2 Someone has arranged to phone you at this time, and you're ready for the call, (wait)
I have to stay by the phone

3 Your friend is wearing a very nice jacket you haven't seen before, (like)
Oh, that's nice

4 You are watching the snow fall. It started yesterday and is still falling, (snow)
I can't believe it.....

3 Present and past tenses (A-F)

Read about each situation and then tick the right answer.

► When we were talking, Tom left the room.
Which took longer, a) our conversation, or b) Tom's departure?

1 Mark has been a member of the golf club for two years.
a) He joined the club two years ago and is still a member.
b) He was a member of the club for two years but is not a member now.

2 Vicky is watching the weather forecast.
The weather forecast a) hasn't started yet, b) has started but not finished, or c) is over.

3 I've switched off the burglar alarm.
Do I think that the alarm a) is off, b) is on, or c) may be on or off?

4 I've been studying all afternoon, and I've got a headache.
Am I thinking of a) how much I have learned, or b) the action going on for a long time?

5 We had already travelled some distance when the sun rose.
Did our journey start a) before sunrise, b) at sunrise, or c) after sunrise?

6 I'm going to work by bus this week.
a) I always go to work by bus. b) My routine is different for this week.

4 Present and past tenses (C-E)

Put in a pronoun and the correct form of the verb. Use the past continuous (*was doing*), the past simple (*did*) or the present perfect continuous (*have been doing*).

► Mark: I rang at one, but you weren't in your office.
Sarah: No, / was having (have) lunch.

1 David: You look tired.
Melanie: Yes, I expect I do..... (work) all day.

2 Sarah: Is Laura at home?
Trevor: No,..... (go) out about half an hour ago.

3 Vicky: I haven't finished this letter yet.
Rachel: It must be a long letter.(write) it since lunch-time.

4 Harriet: I see you've got some new neighbours.
Tom Yes, a young couple..... (move) in last month.

5 David: Did Tom drive you home?
Melanie: Yes,..... (stop) and offered me a lift
while.....(wait) for a bus outside the town hall.

5 Present and past tenses (A-G)

Complete the conversation. Choose the correct form.

Melanie: How (►) are you getting/do you get on in your new job, Nick?
Nick: Oh, so (1) you know/you're knowing about my job as a car salesman.
Melanie: (2) David's told/David told me yesterday.
Nick: Well, I (3) haven't been/wasn't in the job long. (4) I started/I've started on Monday.
Melanie: And how many cars (5) have you been selling/have you sold so far?
Nick: Well, none yet. Give me a chance. Up to now (6) I've been learning/I've learned all the time.
Melanie: David says you (7) had/were having a sports car once.
Nick: I've still got it. (8) I had/I've had it for about five years. (9) I don't often drive/I'm not often driving it because (10) I don't like/I'm not liking getting it dirty. Normally (11) I ride/I'm riding my motor bike. And the car is expensive to run. I (12) bought/had bought it on impulse. I (13) was working/worked on a building site at the time. For several months before I bought it, (14) I'd done/I'd been doing overtime, and when (15) I'd been earning/I'd earned enough to buy a car, it was a really magical moment. Maybe you'd like a ride in it some time?
Melanie: Oh, yes please. That would be lovely.

6 Present and past tenses (A-G)

Complete the radio news report. Put in the correct forms of the verbs.

Hello. This (►) is (be) Kitty Beamish. (1)..... (I / speak) to you from Oxford, where the finals of the World Quiz Championships will be held tomorrow. The favourite is Claude Jennings of Cornwall, the man who (2)(know) everything. Twelve months ago no one (3)(hear) of Claude Jennings, although (4).....(he / take) part in quiz competitions for years. Now suddenly he is a big star. So far this year (5)..... (he / answer) every single question correctly. And he is popular, too. When (6)..... (he / arrive) here two days ago, hundreds of fans (7).....(wait) at the station to welcome him. Since his arrival Claude (8).....(read) encyclopedias in his hotel bedroom. He is clearly the man to watch. And now back to the news desk.

TEST 5 Present and past tenses (Unit 21)

Test 5A

Complete the conversations. Put in the correct form of each verb.

► A: Are you ready?
B: I won't be a moment. *I'm doing* (I / do) my hair.

1 A: Could you tell me your address?
B: Well,(I / live) in a friend's house at the moment.
Luckily(I / find) a place of my own now, but I can't move in until next week.

2 A: Is this your CD?
B: No, it isn't mine.(I / think).....(it / belong) to Peter.

3 A: Can I borrow your calculator, please?
B: Well,(I / use) it to work out these figures at the moment.(I / want) to finish doing them, now that(I / start).

4 A: Why can't you wash your dirty plates sometimes?(you / leave) them in the sink most of the time.
B: OK, sorry. The last few weeks(I / have) so little time(I / rush) around all the time.

Test 5B

Read the story and write the missing words. Use one word only in each space.

One day a man was (►) *walking past* a house in Bournemouth when he (1).....a woman's voice shouting for help. The man (2) someone (3) probably trying to murder her. He ran to a phone box and (4) the police. The police came quite quickly, but by now the shouting had (5) However, the man (6) quite sure that he (7)..... heard cries for help. When the police (8)..... on the door, there was no answer. So they broke down the door and went in. Inside the house was a woman who had just (9)..... out of the shower. She explained to the police that she had (10)..... singing along to the Beatles song 'Help!'.

Test 5C

Write a second sentence so that it has a similar meaning to the first. Begin with the word in brackets. ► Our trip to Africa was in October. (We ...) *We went to Africa in October.*

1 We've had ten hours of rain. (It...)

2 It's the right thing to do in my opinion. (I ...)

3 Our sofa is in a different place now. (We ...)

4 It was breakfast-time when Susan rang. (I ...)

5 Their game of badminton is always on Tuesday. (They ...)

Test 5D

Write the correct answer in each space.

► This isn't my first visit to London. *I've been* here before.
a) I'm b) I've been c) I was

1 I've got my key. I found it when..... for something else.
a) I looked b) I've looked c) I was looking

2 Sorry, I can't stop now to an important meeting.
a) I go b) I'm going c) I've gone

3 I can't get Tessa on the phone all afternoon.
a) I'm trying b) I try c) I've been trying

4 The bank told me last week there was no money in my account. it all.
a) I'd spent b) I spent c) I was spending

5 There's a new road to the motorway it yesterday.
a) They'd opened b) They opened c) They've opened

Test 5E

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (V). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

? Martin has changed his mind about next weekend. V

? We were enjoyed the holiday very much. ~~were~~

1 Nancy is practising on the piano.

2 It was lucky that we had been decided to buy our tickets in advance.

3 We were riding our bikes when suddenly I was felt a pain in my leg.

4 We are go camping for three weeks every summer.

5 They have planted some new trees last year.

6 I suddenly realized I had been walking in the wrong direction.

7 Did you know that Anna has been won a prize?

8 No one told me that the goods had arrived the week before.

Test 5F

Complete the news report. Put each verb into the correct form.

The actress Vanessa Kemp (►) *has disappeared* (disappear). Yesterday she (I).....(fail) to arrive at the Prince Charles Theatre in London's West End for her leading role in the comedy 'Don't look now!'. Ms Kemp, who (2).....(live) in Hampstead, (3).....(leave) home at four o'clock yesterday afternoon for the theatre, a journey she (4).....(make) several times the week before. Two people who (5).....(walk) past her home at the time (6).....(see) her leave. But no one (7).....(see) her since then. At half past seven she still (8).....(not / arrive) at the theatre. At eight o'clock the theatre manager had to break the news to the audience, who (9).....(wait) patiently for the play to start. Since yesterday, theatre staff and friends (10).....(try) to contact Ms Kemp, but they (II).....(have) no success so far. The police (12).....(take) the matter seriously, but they (13).....(believe) that she is unlikely to be in any danger. Her friends all (14)(want) to hear from her soon.

22 Introduction to the future

A Present, past and future

Read this paragraph from Rachel's letter to her aunt and uncle.

This is my last year at college, so I'll be leaving in June. And I've already got a job! In September I'm starting work at a bank in London. So I'll be free for most of the summer. I'm going to spend six weeks travelling around the US. My friend Vicky is coming with me. (She finishes college at the same time as me.) We're really looking forward to the trip. We might go to Canada too. Vicky has friends in Toronto.

When we talk about the present or the past, we use verb forms to say what is happening now, what happened yesterday, and so on. Vicky **has** friends in Toronto.

We know about things in the present and in the past because they are already real. But talking about the future is more of a problem. There is no single form in English that we can always use for the future. There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

B Verb forms used for the future

Here are some examples of verb forms used to express the future.

Be going to	> 24	<i>I'm going to spend</i> six weeks in the US. (an intention)
Will	> 23 A	<i>I'll be free for most of the summer,</i> (neutral future)
Present continuous	> 26A	<i>I'm starting work in September,</i> (an arrangement)
Present simple	> 26B	<i>She finishes college at the same time,</i> (a timetable)
Will be doing	> 28	<i>I'll be leaving in June,</i> (in the course of events)

Very often there is more than one possible form that could be used.

She'll finish college in June. She finishes college in June.

She's finishing college in June. She'll be finishing college in June.

Rachel could use any of these in her letter.

C Will

We often use **will** as a neutral way of expressing the future, but it is not 'the future tense'. It is only one of the forms we can use. In some situations **will** is not the right word.

After college I'm going to travel around the US. Here Rachel is saying what she intends to do in the future. We cannot use **will** here.

D Being sure and unsure

We cannot always be sure about the future. To show that we are unsure we can use **might** or **could** (see Unit 46).

We might go to Canada. It could snow soon.

To show how sure or unsure we are, we often use phrases like **I'm sure, definitely, I expect, I (don't) think and probably.**

I'm sure it'll be all right. We're definitely going to be at the meeting.

I expect everyone will be going home. Rachel will probably be late.

I think I'm going to sneeze. I don't think Tom's coming tonight.

22 Exercises

1 Present, past and future (A-B)

Rachel has received a letter from a friend of hers who left college last year.
Find the sentences which refer to the future and write them below.

I'm really enjoying my work at the store. I'm learning lots about the job. Soon they're moving me to another store - in Birmingham. They told me about it last week. I'll be leaving here at the end of the month. I feel a bit sad about that. Luckily they'll find a flat for me.

The time is going very quickly. I've been here three months. The training programme finishes next summer. I like the work, and I want to stay with the company. They'll decide about that next year. I'm just hoping for the best.

► *Soon they're moving me to another store — in Birmingham.*

1
2
3

2 Present and future (A-D)

Say if the second sentence is about the present or the future. Look at the phrases of time such as *at the moment* and *on Friday*.

► I'm busy. I'm cooking a meal at the moment. *present*

1 I'm nervous. I'm cooking for ten people on Friday.
2 I don't want to go out. I might watch a video later.
3 There's football on TV tonight. I might watch it.
4 We're off at last. We arrive in New York at seven.
5 This train is never on time. We always arrive late.

3 Present and future (A-D)

Read each pair of sentences and then answer the question about them.

► a) I'll see you on Thursday.
b) I saw you on Thursday.

Which sentence is about the future? *a*

1 a) I'm going to Manchester. I'm waiting for a connecting train.
b) I'm going to get a train to Manchester, changing at Birmingham.
Which is spoken during the journey?

2 a) We'll know the results of the tests next week.
b) We might know the results of the tests next week.
Which sentence is more certain?

3 a) I'm doing two exams this year.
b) I'm doing some work at the moment.
In which sentence has the action already started? ...

4 a) What time do we arrive in Swansea?
b) What time will we arrive in Swansea?
Which question is more likely if you are travelling by car?

5 a) I'm eating at the Thai restaurant tonight.
b) I'll eat at the Thai restaurant tonight.
Which would you say if you've booked a table?

23 Will and shall

A Will for the future



We use **will** to say what we know or think about the future. **Will** here has a neutral meaning. It does not express the idea that we have already decided to do something or that we are planning something.

B Will for instant decisions

We also use **will** for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking.

I'm thirsty. I think I'll make some tea.

NOT *I make some-tea.*

You've left your computer on. ~ Oh, I'll go and switch it off.

We must celebrate. I know, we'll have a party.

I don't think I'll do any work tonight. I'm too tired.

We also use it to order things.

I'll have the ham salad, please.

We also use **will** in offers and invitations (see Unit 51).

Offer: *I'll peel the potatoes. ~ Oh, thank you.*

Invitation: *Will you come to lunch? ~ Yes, thank you. I'd love to.* Promise: *I'll pay you back next week.*

C The form of will

The form is **will** or '**11**'.

The west will have rain tomorrow. You'll be late if you don't hurry. Will you be at home this evening? The world will end in the year 2050. The negative is **will not** or **won't**.

The cost will not be more than £50. I won't have time for a meal.

D Shall

We can use **shall** for the future, but only in the first person, after **I** or **we**.

/ will be/I shall be on holiday in August.

We will know/We shall know the results soon.

But NOT *Everyone shall know the results soon.*

I will and **I shall** have the same meaning here, but **shall** is a little formal. Both **I will** and **I shall** can be shortened to **I'll**, which is pronounced /ail/.

I'll be on holiday in August. (=I will OR I shall)

Shall has other meanings. We can use it in offers and suggestions (see Unit 51).

Offer: *Shall I pack up your shopping for you? ~ Oh, thank you.*

Suggestion: *Shall we all go out together? ~ Good idea.*

We do not use **shall** in American English (see page 377).

23 Exercises

1 Will for the future and for instant decisions (A-B)

Read the conversations. Which replies are statements about the **future** and which are instant **decisions**?

► What would you like? ~ I'll have an orange juice, please. *decision*

- 1 Shall we go out tonight? ~ I'll be too tired, I think.
- 2 We've lost a tennis ball. ~ I'll help you look for it.
- 3 I'm worried about the exam. ~ Oh, you'll be all right.
- 4 I haven't got any transport. ~ Oh, we'll give you a lift.
- 5 I must fix this shelf some time. ~ We'll be dead before then.

2 Instant decisions (B)

Say what your decision is in these situations, or what you offer to do.

Use these verbs: *answer, carry, have, post, shut*

► You and your friend have come into the room. The window is open, and it is cold.
"/shut the window.

- 1 The phone is ringing. You are the nearest person to it.
- 2 The choice on the menu is fish or chicken. You hate fish.
- 3 You are meeting a friend at the station. He has two suitcases. There's a bag, too.
- 4 Your friend has written a letter. You are going to walk into town past the post office.

3 Will and won't for the future (C)

Use the notes to write about what will happen next weekend.

► it / be / warm / tomorrow *It will be warm tomorrow.*

- 1 Tom / watch / the match
- 2 Harriet's party / be / fun
- 3 Trevor / not put up / the shelves
- 4 Laura / be / annoyed
- 5 Andrew / study / all weekend
- 6 Rachel / not do / any work

4 Will and shall (A, D)

Complete the conversation. Put in *will* or *shall*.

Rachel: What (►) shall we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures

(1)rise to thirty degrees.

Jessica: (2) we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus

Jessica: How much (3) it cost? I haven't got very much money

Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4) be so crowded today because it's a holiday. The journey
(5) take ages

Rachel: Come on, Vicky. (6) miserable?
we leave Jessica behind if she's going to be so

24 Be going to

A Intentions



We use **be going to** to talk about something we have decided to do (an intention). David intends to climb up the ladder.

Here are some more examples.

I'm going to watch the next programme.

Emma is going to do an experiment this afternoon.

Rachel and Vicky are going to spend six weeks in the States.

We can use **I'm not going to** for a refusal.

I'm sorry, but I'm not going to walk half a mile in the rain.

(= I don't want to/I'm not willing to walk.)

The present continuous can have a very similar meaning to **be going to**. We can often use either form (see Unit 26A).

I'm going to visit my friend at the weekend.

I'm visiting my friend at the weekend.

We do not use **will** here.

We can use **be going to** with the verb **go** (*We're going to go out this evening*), but the present continuous is more usual.

We're going out this evening.

B Form

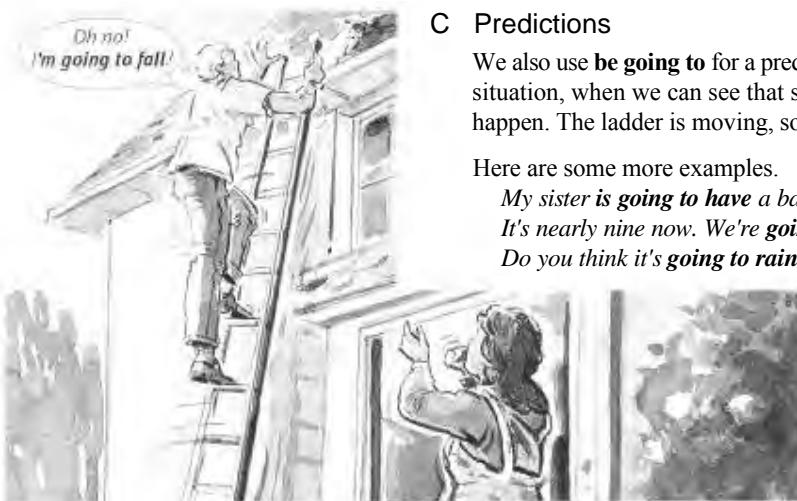
We use the present tense of **be + going to + a verb**.

They're going to move house. Matthew is going to play squash.

Vicky isn't going to have any lunch. We aren't going to complain.

Is Daniel going to apply for the job? ~ I think he is.

When are you going to pay this bill? ~ I don't know. I can't at the moment.



C Predictions

We also use **be going to** for a prediction based on the present situation, when we can see that something is going to happen. The ladder is moving, so David is going to fall.

Here are some more examples.

My sister is going to have a baby in March.

It's nearly nine now. We're going to be late.

Do you think it's going to rain?

24 Exercises

i Intentions (A-B)

Look at the pictures and say what is going to happen.

Use these verbs: *answer, catch, have, hit, light*

Use these objects: *the ball, a bath, a bus, the firework, the phone*



► *They're going to have a bath.*

1
2
3
4

2 Form(B)

Put in the verbs with *be going to*.

Laura: What are you doing with that camera?

Trevor: (►) *I'm going to take* (I / take) it to work. (1)..... (I / lend) it to Phil.
(2) (he / take) a few photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly. (3)..... (it / be) a while
before he can get it repaired.

Laura: Well, how long (4)..... (he / keep) ours? When
(5)..... (we / get) it back?

Trevor: (6)..... (he / have) it over the weekend.
(7) (we / get) it back on Monday.

Laura: Well, I hope (8)..... (it / not / get) damaged.

3 Predictions (B-C)

What would you say in these situations? Use these words: *be sick, crash, get wet, lose, not stop, rain*

► The sky is full of dark clouds.

/s going to rain.

1 Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

2 You feel awful. There's a terrible feeling in your stomach.

3 You are playing Scrabble. The game is nearly over and you are 100 points behind.

4 You can see a plane coming down. It's out of control and falling to the ground.

5 You are waiting for a train. There's one coming, but you don't know if it's the one you want.
It's travelling very fast.

25 Will and be going to

A Introduction

Emma: *It's my birthday soon. I'll be twenty next Friday.*
Aunt Joan: *Oh, really? Are you going to have a party?*
Emma: *I'm going to have a meal in a restaurant with a few friends.*
Aunt Joan: *That'll be nice.*



WILL

Will has a neutral meaning. We use it to talk about facts in the future.

*I'll be twenty next Friday.
The spacecraft will come down in the Pacific Ocean tomorrow morning.*

Will does not express an intention.

*It's her birthday. She's going to have a meal with her friends, NOT She'll have a meal. But we often use **be going to** for an intention and **will** for the details and comments. We're all going to have a meal. There'll be about ten of us. ~ Oh, that'll be nice.*

As well as **going to**, we can use the present continuous (see Unit 26A).

We're going to drive/We're driving down to the South of France. ~ That'll be a long journey. Yes, it'll take two days. We'll arrive on Sunday.

B Decisions and intentions

WILL

We use **will** for an instant decision or agreement to do something.

*There's a postbox over there. I'll post these letters.
You still haven't put those shelves up, Trevor. ~
OK, I'll do it tomorrow.*

Trevor is deciding now.

BE GOING TO

Be going to means that we have already decided.

*I'm going out. I'm going to post these letters.
You still haven't put those shelves up, Trevor. ~ I know. I'm going to do it tomorrow.*

Trevor has already decided.

C Predictions

WILL

We can use **will** for a prediction about the future.

I think United will win the game. One day people will travel to Mars.

BE GOING TO

We use **be going to** for a prediction when we see from the present situation what is going to happen in the future.

*There isn't a cloud in the sky. It's going to be a lovely day.
This bag isn't very strong. It's going to break.*

It is often possible to use either form in a prediction. For example, we can also say *I think United are going to win the game*. Usually **be going to** is a little more informal and conversational than **will**.

25 Exercises

Will and be going to (A-B)

Complete the conversations. Put in *will* or *be going to* with the verbs.

? Vicky: Have you got a ticket for the play?
Daniel: Yes, *I'm going to see* (see) it on Thursday.
? Harriet: The alarm's going. It's making an awful noise.
Mike: OK, *I'll switch* (switch) it off.
1 Daniel: Did you buy this book?
Matthew: No, Emma did. She..... (read) it on holiday.
2 Laura: Would you like tea or coffee?
Sarah: Oh, I..... (have) coffee, please.
3 Trevor: I'm going to miss a good film on TV because I'll be out tonight.
Laura: I (video) it for you, if you like.
4 Rachel: I'm just going out to get a paper.
Emma: What newspaper..... (you / buy)?

2 Will and be going to (A-C)

What would you say? Use *will* or *be going to*.

► You want to express your intention to look round the museum.
Your friend: Do you have any plans for this afternoon?
You: Yes, *I'm going to look round the museum*.
1 You hate dogs. Dogs always attack you if they get the chance.
Your friend: That dog doesn't look very friendly.
You: It's coming towards us
2 You predict the landing of aliens on the earth in the next ten years.
Your friend: All this talk about aliens is complete nonsense, isn't it?
You: Is it? I think
3 You know that your friend's sister has decided to get married.
Your friend: Have you heard about my sister?
You: Well, I heard that
4 You suddenly decide you want to invite Ilona for a meal.
Your friend: Did you know Ilona will be in town next weekend?
You: No, I didn't.

3 Will and be going to (A-C)

Complete the news report about the village of Brickfield.

Use *will* or *be going to*. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield. The council (►) *is going to sell* (sell) the land to a builder, Forbes and Son. The plans are all ready. (1)..... (we / build) fifty houses,' said Mr Forbes. 'In two years' time everything (2)..... (be) finished. I'm sure people (3)..... (like) the houses. Most of them (4)..... (be) for young families. And we intend to take care of the environment. (5)..... (we / not / cut) down all the trees, only a few of them.' But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent. (6)..... (we / have) a protest march on Saturday. I expect everyone in Brickfield (7)..... (be) there. We've reached our decision. (8).....(we / stop) this plan.'

26 Present tenses for the future

A The present continuous for arrangements

Tom: *Are you doing anything this evening?*
Nick: *Yes, I'm going to an ice hockey match.*
The Tigers are playing the Kings.
I bought my ticket yesterday.



We use the present continuous for what someone has arranged to do in the future. Here Nick has arranged to go to the match. (He has bought a ticket.) Here are some more examples.

I'm meeting Harriet at six o'clock. *David is coming round later on.*
We're having a party tomorrow. *Sarah is going to Paris next week.*

We also use the present continuous to talk about things happening now (see Unit 4).

Present: *We're having a party at the moment.*

Future: *We're having a party tomorrow.*

Here the phrase of time shows whether we mean the present or the future. But sometimes there is no phrase of time, as when Nick says *The Tigers are playing the Kings*. Here it is clear from Tom's question that the conversation is about a future event.

The present continuous for the future and **be going to** (Unit 24A) have similar meanings.

We're having a party next week. (We have made the arrangements.) *We're going to have a party next week.* (We intend / We have decided to have one.)

Often we can use either form.

I'm meeting/I'm going to meet Harriet at six o'clock.

B The present simple for a timetable

Mark: *What time does your train leave tomorrow?*
Sarah: *Seven twenty-three in the morning.*
It gets into Paris at eleven twenty-three.

We can use the present simple for the future when we are talking about a timetable, usually a public one such as a train timetable.

The train leaves at seven twenty-three tomorrow morning.

The match starts at half past seven.

Next Friday is the thirteenth.

I've got the tour details here. We spend three days in Rome.

Compare the present simple for repeated actions (see Unit 6A).

The train leaves at seven twenty-three every morning.



Be to and be about to

We use **be to** for a future event that is officially arranged. It is often used in news reports.

The Queen is to visit Portugal in November.

The Student Games are to take place in Melbourne next year.

We could also use the present continuous here.

The Queen is visiting Portugal in November.

We use **be about to** for the very near future.

The plane is at the end of the runway. It is about to take off.

Do you want to say goodbye to our visitors? They're about to leave.

26 Exercises

1 The present continuous (A)

Read the conversation and say if the verb refers to the present or the future.

Mark: (►) What are you reading, Claire?

Claire: Oh, it's a guidebook to Brazil. (1) I'm going there next month. (2) My sister and I are having a holiday there. (3) I'm really looking forward to it. (4) We're spending three weeks in Rio. (5) So I'm finding out about all the things we can do there.

► present	3
1	4
2	5

2 The present continuous for arrangements (A)

For each situation write a sentence with the present continuous. Use the verbs in brackets.

► Mike and Harriet have accepted an invitation to Tom's party next week, (go)

They're going to Tom's party next week.

- 1 Laura has agreed to be in the office on Saturday, (work)
- 2 Claire has just bought a plane ticket to Cairo dated 15 May. (fly)
- 3 Mark has arranged a meeting with his boss at four o'clock this afternoon, (see)
- 4 Matthew and Daniel have booked a tennis court for tomorrow afternoon, (play)

3 Present tenses for the future (A-B)

Put the verbs into the present continuous or the present simple.

Emma: (►) Are you doing (you / do) anything tonight?

Matthew: Yes, (1)..... (1 / go) to the station to meet my friend Richard.

(2)..... (he / stay) here for the weekend, remember? His train

(3)..... (get) in at eight fifteen.

Emma: Oh, of course. I'd forgotten about that.

Matthew: Maybe we'll see you later. What (4)..... (you / do) tonight?

Emma: Oh, (5)..... (I / go) to the cinema with Vicky and Rachel and a couple of other people. The film (6)..... (finish) quite early, so (7).....(we / go) to a pizza place afterwards.

4 Be to and be about to (C)

Complete these sentences on the news. Some are spoken by the newsreader in the studio and some by reporters on the spot. Use *be to* or *be about to* with the verbs in brackets.

? The new museum is *to open* (open) in the autumn.

? The Prime Minister is at the microphone now. He *is about to start* (start) speaking.

1 The leading runner is nearly there now. She (win) the race.

2 Taxes (go) up from next April.

3 The US President (visit) Ireland in the new year.

4 The riot isn't over yet, but the police are here. They..... (move) in.

5 The talks on world trade (take) place later this year.

27 When I get there, before you leave, etc

A Introduction

Mark: *Did I tell you I've got a meeting in Glasgow at nine o'clock tomorrow morning? I'm driving up there overnight.* Sarah: *You're going to drive all through the night?*

*You're crazy. You'll be exhausted **before** you arrive.* Why don't you take a train? Mark: *I'll be OK. I'll need the car while I'm there.*

*I have to visit some companies in the area. I can sleep **when** I get home.*

Study these examples.

*You'll be exhausted **before** you arrive, NOT **before** you'll arrive*

*I'll need the car **while** I'm there, NOT **while** I'll be there*

*I can sleep **when** I get home, NOT **when** I'll get home*

Each of the sentences has a linking word of time, e.g. **before**, **while** or **when**.

The sentences are about the future, about Mark's trip to Glasgow. But after the linking words we use the present simple (**arrive**, **am**, **get**), not **will**

We can start the sentence with a linking word.

When I get home, I can sleep.



B Linking words

We use the present simple for the future after these linking words of time:

after, **as**, **as soon as**, **before**, **by the time**, **until**, **when**, **while**.

*I'm starting a job in sales **after** I finish college. As soon as you hear any news, will you let me know? I must get to the bank **before** it closes.*

*They'll have stopped serving meals **by the time** we get to the restaurant.* We also use the present simple for the future after **if** (see Unit 144). *If you come in late tonight, please don't make a noise.*

C Present perfect

After a linking word of time, we can often use the present perfect for the future.

*I'm starting a job in sales **after** I've finished college.*

As soon as you've heard any news, will you let me know?

Compare **after I finish college** (see B). The meaning is the same.

But sometimes there is a difference in meaning between the present simple and the present perfect.

When I see the report, I'll make some notes. (I'll do both at the same time.) *When I've seen the report, I'll make some notes.* (I'll see it and then make notes.)

D Present continuous

We can also use the present continuous for the future, especially after **when** and **while**.

*When I'm boating along the canal next week, I might be able to relax. Mark is going to listen to music **while** he's driving to Scotland.*

27 Exercises

1 When I get there, before you leave, etc (A-B)

Comment on the situations. Start each sentence with *when* and the present simple.

► Claire: I have to call at the travel agency. I'm going to get some holiday brochures.

When Claire calls at the travel agency, she's going to get some holiday brochures.

- 1 Mark: I want to see the boss. I'm going to discuss my problem.
- 2 Rachel: I'm going to use the computer later. I'm going to send an e-mail.
- 3 Tom: I'm visiting David in hospital. I'm going to tell him about United's win.
- 4 Matthew: I'll be in town tomorrow. I might buy some new trainers.

2 When I get there, before you leave, etc (A-B)

Mark and Sarah are continuing the conversation in 27A. Put in the verbs. Use *will* or the present simple.

Sarah: If (►) *you take* (you / take) a train, (►) *it'll be* (it / be) much more comfortable. If

(1) (you / need) a car, you can hire one when

(2).....(you / get) to Glasgow.

Mark: If (3)..... (I / hire) a car, (4)..... (it / be) too complicated. I'd rather take my own.

Sarah: It's too dangerous. You might fall asleep on the motorway.

Mark: I won't fall asleep. I can play loud music. Anyway, (5)..... (I / get) there much quicker when (6)..... (there / be) no traffic on the road. As soon as (7)..... (I / arrive), (8)..... (I / ring) you, I promise.

Sarah: (9)..... (I / be) worried until (10)..... (I/hear) from you. But don't ring before (11)..... (I / be) awake in the morning.

Mark: (12).....(I / lie) down for a couple of hours before (13).....(I/go).

Sarah: Good idea. (14)..... (you / be) exhausted tomorrow if (15).....(you / not / get) some sleep this evening.

3 Present perfect and continuous (C-D)

Join each pair of sentences using the word in brackets.

? You can apply for a better job soon. But you need to have more experience first, (when)
You can apply for a better job when you've had more experience.

? I'm going to listen to this tape. I'll be travelling on the motorway tomorrow, (as)
I'm going to listen to this tape as I'm travelling on the motorway tomorrow.

- 1 You shouldn't decide now. You need to think about it first, (until)
- 2 I'll think of you next week. I'll be lying on the beach, (when)
- 3 We can leave in a minute. I need to pay the bill first, (as soon as)
- 4 We can discuss it later. We'll be sitting on the plane together, (while)
- 5 You can use the computer in a minute. I'll have finished with it soon, (when)

TEST 6 The future with **will**, **be going to** and present tenses (Units 23-27)

Test 6A

Put in the missing words. Use one word only in each space.

► I don't want a steak. I think I'll *have* the chicken.

- 1 There's a fireworks display tomorrow. Janet is to watch it.
- 2 We're at that table in the corner you join us?
- 3 I'm seeing the boss this afternoon. But I must study this report before I her.
- 4 There will be drinks at the reception, but there will be any food.
- 5 The European heads of state are meet in Brussels on 3 October.
- 6 It's a lovely day. we go for a walk?
- 7 My birthday on a Sunday next year.
- 8 My brother is engaged. He's married in June.
- 9 You won't be allowed to go to your seat after the play started.
- 10 Martin's got his coat on. I think he's to go out.

Test 6B

Write the sentences correctly.

► I'm hungry. ~~I think I have something to eat.~~
I think I'll have something to eat.

- 1 You say you're getting a coach at nine. ~~What time is it getting to London?~~
- 2 I'll give Polly the news. ~~I'll tell her when I'll see her this evening.~~
- 3 Rupert looks really tired. ~~He's about falling asleep.~~
- 4 We've arranged to go out. ~~We meet in town later.~~
- 5 I'm going to Spain next week. ~~I send you a postcard.~~
- 6 I'm going to get to the airport early. ~~I can read a book while I'll be waiting.~~
- 7 I feel a bit tired, ~~I go to lie down.~~
- 8 Why not come to the party? ~~All your friends shall be there.~~
- 9 There's been a bomb warning. ~~No one can go into the building until the police will have searched it,~~

Test 6C

Read the news report and write the missing words. Use one word only in each space.

The Maxi-Shop company is (►) *going* to build a huge new shopping centre on the edge of Millingham, it was announced yesterday. There (1) be at least three hundred shops, including some big department stores. When the project (2)..... complete, there (3) be hundreds of new jobs for local people. But not everyone is happy. 'We're (4) to fight this plan,' said a spokesperson for the local Environment Group.'us

think what is going (5)..... happen to our countryside. When shopping malls (6)..... covered the whole country, there (7)..... be no green fields left. So we're (8)..... a protest meeting tomorrow evening at the town hall. It (9)..... at half past seven.' Owners of shops in the town centre are also unhappy. 'The new centre (10)..... take our customers away,' said one of them.

Test 6D

Look at the answers below and write the correct answer in each space.

► A: Let's go to the carnival, shall we?
B: Yes, good idea. I expect *it'll be* fun.
a) it'll be b) it's c) it's being

1 A: Could I have a word with you, please?
B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.
a) is going to leave b) leaves c) will leave

2 A: Have you decided about the course?
B: Yes, I decided last weekend. for a place.
a) I apply b) I am to apply c) I'm going to apply

3 A: I'm trying to move this cupboard, but it's very heavy.
B: Well, you, then.
a) I help b) I'll help c) I'm going to help

4 A: Is the shop open yet?
B: No, but there's someone inside. I think
a) it opens b) it's about to open c) it will open

5 A: Do you mind not leaving your papers all over the table?
B: Oh, sorry. I'll take them all with me when
a) I go b) I'll go c) I'm going

6 A: It's a public holiday next Monday.
B: Yes, I know. anything special?
a) Are you doing b) Do you do c) Will you do

Test 6E

Write the sentences using a future form of the verb. Use the word in brackets.

► Express your instant decision to take a taxi. (I'll)
I'll take a taxi.

- 1 Express your intention to have a rest, (going)
- 2 Express the idea that the timetable shows the start of term on 6 September, (starts)
- 3 Predict a world war in five years' time, (there)
- 4 Express the idea that you and Judy have arranged a game of tennis for tomorrow, (playing)
- 5 Give your prediction of a probable fall in prices, (probably)
- 6 Warn your passenger about the car crashing, (going)

28 Will be doing

A Introduction

Rachel: *Would you like to come to our party tomorrow, Andrew? Andrew: Er, thanks for the invitation, but I've got lots of work at the moment. I'll be working all day tomorrow.* Rachel: *You won't be working on Saturday evening, surely. Come on, Andrew, take a break. We'll be starting at about ten o'clock.*

We can use **will be** + an ing-form (the future continuous) to talk about future actions. There are two different uses.



B Will be doing for continuous actions

We use the future continuous for an action over a period of time.

It means that at some time in the future we will be in the middle of an action.

Andrew can't go to the party. He'll be working all day tomorrow.

I'll be out at three o'clock. I'll be playing golf.

When the men leave the building, the police will be waiting for them.

What will we be doing in ten years' time, I wonder?

Compare the past continuous (Unit 9), present continuous (Unit 4) and future continuous.

Past: *This time last week we were sitting on the beach.*

Present: *At the moment we're sitting on the beach. Future:*

This time next week we'll be sitting on the beach.

Compare **will do** and **will be doing** in these sentences. *The band will play when the President enters.* (The President will enter and then the band will play.) *The band will be playing when the President enters.* (The band will start playing before the President enters.)

C Will be doing for single actions

We also use **will be** + an ing-form for an action which will happen in the course of events because it is part of a plan or part of a schedule of future events.

The party will be starting at ten o'clock, (part of the evening's events)

The ship will be sailing soon, (part of our journey)

More than one form is often possible. **Will** (Unit 23) or the present continuous (Unit 26A) often have a very similar meaning.

The visitors will be arriving/will arrive/are arriving later.

We often use the future continuous for something that will happen as part of a routine.

I'll call in and see you tomorrow afternoon. I'll be passing your house. It's on my way home from work.

Trevor and Laura will be cleaning the house tomorrow. They always do it on Sunday.

We can also use **will be** + an ing-form to ask about someone's plans.

Will you be going anywhere near a chemist's this morning? ~ Yes, why? ~ Could you get me some aspirin, please? ~ Yes, of course. How long will you be using this computer? ~ You can have it in a minute.

28 Exercises

1 Will be doing (B)

Complete the conversation. Put in a pronoun and the future continuous form of the verb.

Daniel: I'm going to go into business when I leave college. Five years from now (►) *I'll be running* (I / run) a big company. I expect (1)..... (I / earn) lots of money.

Vicky: I don't know what (2)..... (I / do). What about you, Natasha?
What (3)..... (you / do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich.

(4)..... (I / give) dinner parties all the time. We'll have a cook

(5)..... (who / do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (6).....(you / play) in an orchestra. That's what you really want to do, isn't it?

2 Will be doing (C)

Put in the answers. People are saying what they will be doing as part of their routine.

► David: When are you going to the club, do you know?

(Nick goes to the club every Friday.)

Nick: *I'll be going there next Friday.*

1 Vicky: Are you likely to see Ilona in the near future?

(Emma sees Ilona every day.)

Emma:tomorrow.

2 Claire: Are you going to France again soon?

(Henry goes to France every summer.)

Henry:

3 Jessica: When are you going to play badminton again?

(Matthew plays badminton every weekend.)

Matthew:

4 Andrew: When are you next having lunch in the canteen?

(Daniel has lunch in the canteen every day.)

Daniel:

3 Will be doing (C)

You want to ask a friend to do something for you or to let you do something.

Find out if it is convenient for your friend. Use the verbs in brackets.

► You want to have a look at your friend's magazine tonight, (read)

Will you be reading your magazine tonight?

1 You want your friend to take your library book back today, (go to)

2 You want your friend to send your best wishes to Vicky soon, (write to)

3 You want to use your friend's calculator this afternoon, (use)

4 You want your friend to give a photo to Daniel tomorrow, (see)

5 You want your friend to give you a lift to the festival, (drive)

6 You want your friend to give a message to her sister soon, (phone)

29 Will have done and was going to

A Will have done



What time will you be home?

'I'll have finished here by half past eight, so I should be home about nine.'

We use **will have** + a past participle (the future perfect) for something that will be over in the future. Sarah is thinking of a future time (half past eight). At half past eight she will be able to say 'I have finished'.

Here are some more examples.

I like looking at these pictures, but I'll have had enough by lunch-time.

Trevor and Laura will have lived here for four years next April.

This chess game is going to last ages. They won't have finished it until midnight.

Will you have read this book by the time it's due back to the library? ~ Yes. I'll have finished it by then.

We often use the future perfect with expressions of time such as **by lunch-time**, **until midnight**, **before then**, **by the time** you have to take it back.

B Was going to



You still haven't put those shelves up.

*Oh, sorry.
I was going to do it yesterday, but I couldn't find any screws.*

We can use **be going to** in the past tense to express an intention in the past. Trevor intended to put the shelves up yesterday. Often the intended action did not happen. In fact Trevor did not put the shelves up.

Here are some more examples.

I was going to tidy the flat, but I didn't have time.

Daniel wasn't going to spend any money, but he saw a jacket he just had to buy.

The girls left early. They were going to catch the eight o'clock train.

So you went to the airport without a ticket. Where were you going to fly to?

The woman walked away just as I was going to speak to her. (just as = at the moment when)

We can also use **was going to** for a prediction in the past.

I knew something was going to go wrong with the plan.

Would has a similar meaning (see Unit 134C).

I knew something would go wrong with the plan.

29 Exercises

1 Will have done (A)

Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

► I hope *I'll have won lots of prizes* before I'm twenty.

- 1 Perhaps my own exhibition by the age of twenty-five.
- 2 I wonder if by the time I'm thirty.
- 3 Maybe by the age of thirty-five.
- 4 I hope by the age of forty.

2 Will have done (A)

How good is your maths? Can you work out the answers?

► It's quarter to six. Melanie is putting something in the oven.

It needs to be in the oven for an hour and a half. When will it have cooked? *It will have cooked at quarter past seven.*

- 1 It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written?
He will have written pages.
- 2 It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday?
- 3 Matthew is doing press-ups — one every two seconds. How many will he have done after five minutes?

3 Was going to (B)

Complete the sentences. They are all about being just too late.

Use *was/were going to* with these verbs: *go, get, see, pick*

► The train left just as Mike *was going to get* on it.

- 1 I'm afraid the shop closed just as we in.
- 2 The phone stopped ringing just as Melanie it up.
- 3 We a film about the Mafia, but the tickets were sold out.

4 Was going to (B)

Trevor is always making excuses for not doing things. Complete his sentences.

► put up the shelves / not have any screws

Sorry. I was going to put up the shelves, but I didn't have any screws.

- 1 paint the door / not feel very well

Sorry.

- 2 repair the lamp / forget

Oh, yes.

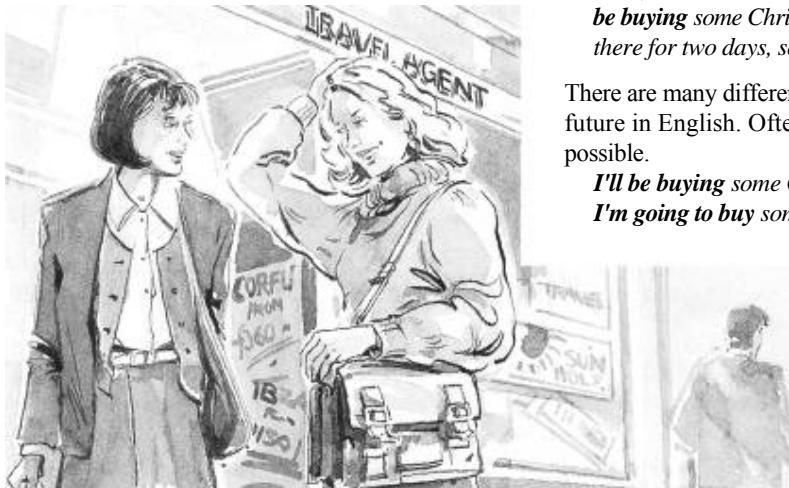
- 3 wallpaper the bedroom / not have time

Well,

30 Review of the future

A Introduction

CLAIRE IS TALKING TO SARAH OUTSIDE THE TRAVEL AGENTS.



B

I'm going to New York next week. I'm about to pick up my ticket. I'm going to do some shopping on Fifth Avenue. I need some new clothes, and I'll be buying some Christmas presents, too. I'm only there for two days, so if I'll be a big rush.

There are many different ways of talking about the future in English. Often more than one form is possible.

*I'll be buying some Christmas presents, too.
I'm going to buy some Christmas presents, too.*

Talking about the future

How we express future time depends on how we see a future event. Here are some ways of talking about what we think will happen

in the future.

The neutral future

The sun will rise at 5.45 am tomorrow.

A prediction

Claire's trip will be a big rush.

A prediction based on the present
A less certain prediction

Claire's trip is going to be a big rush.

I'm going to be sick!

I think it'll be cold in New York.

It's probably going to be cold in New York.

Claire is about to pick up her ticket.

Claire will be shopping non-stop for two days.

The sales will have finished by Saturday.

The very near future

A future action over a period

Something that will be over in the future

Intentions and plans

We often want to talk about our decisions and intentions and what we plan to do in the future.

An instant decision (deciding now)

It's a lovely coat. It fits perfectly.

Yes, I'll buy it.

I'm going to do some shopping.

I think I'll buy this hat, too.

I might go to a show.

I was going to buy a guidebook, but I forgot.

I'm flying to New York next week.

I'll be buying some presents, too.

The President is to address the nation tonight.

I'm in New York for two days next week.

A past intention

An arrangement

In the course of events

An official arrangement

A timetable

30 Exercises

1 Will, will be doing and will have done (B)

Complete the live news report. Put in *will* and the simple, continuous or perfect form of the verb.

The Quiz Marathon (►) *will begin* (begin) in five minutes. (1)..... (it / be) a big test for the World Quiz Champion, Claude Jennings, (2)..... (who / answer) questions from a group of quiz writers. Claude (3)..... (answer) their questions for a very long time. In fact, (4)..... (he / still / give) answers when the rest of us are in bed tonight. Claude hopes that after 24 hours (5)..... (he / reply) to about seventeen thousand questions. No meal breaks are planned, so (6)..... (he / not / eat) anything. If all goes well, his name (7)..... (be) in the next Guinness Book of Records. Claude has also got a number of sponsors, and by tomorrow (8)..... (he / earn) at least £10,000 for charity. Well, (9)..... (we / return) this afternoon for news of how Claude is getting on. We think that by then (10)..... (he / get) some way past the five thousandth question.

2 The future (B-C)

What do these people say? Pay special attention to the underlined words. ►

Tom is predicting a win for United in their next game. Tom: *United will win their next game.*

1 Andrew intends to get up early tomorrow.

Andrew: I

2 Vicky's train timetable says 'Arrival 10.30'.

Vicky: The train

3 Daniel has arranged to see his bank manager tomorrow.

Daniel:

4 Rachel will go out in the very near future.

Rachel:

5 There's a crowd of demonstrators in the main square of the capital. The police are arriving. Reporter Kitty Beamish is predicting trouble.

Kitty:

3 The future (B-C)

Complete the conversation. In each sentence choose the best form of the verb to express the future.

Usually more than one answer is possible.

Mark: Hello, Claire. Sarah tells me (►) *you're going* (you /go) to New York.

Claire: Yes, (1) (I / spend) a couple of days there next week.

(2) (I / look) round the shops.

Mark: (3) (that / be) exciting.

Claire: Exhausting, you mean. I think (4) (I / be) pretty tired when I get back.

Mark: (5) (you / stay) with friends?

Claire: No, (6) (I / stay) at a hotel near Central Park. But (7) (I / see) my friends. (8) (I / go) to their apartment for a meal one evening. And it isn't definite yet, but (9) (we / see) a show.

Mark: And when (10)..... (you / leave)?

Claire: My flight (11)..... (be) on Tuesday morning.

Mark: OK, (12)..... (I / see) you when you get back then.

Test 7 The future (Units 23-30)

Test 7A

Read the telephone conversation. Then look at the answers below and write the correct answer in each space.

Amy: When (►) will I see you again?
Simon: I don't know. I'm (1) to be busy this week. And I'll (2) going to London on Saturday.
Amy: Oh. But you (3) be here for my party, won't you?
Simon: No, I (4) get back until Sunday evening.
Amy: I(5) going to invite you.
Simon: Well, I'm sorry I can't come.
Amy: What (6) you doing in London?
Simon: Oh, I'm just going (7) see one or two people. Look, I must go.
I'm cooking something that I think is (8) to boil over.

► a) am	b) do	c) going	d) will	5	a) be	b) have	c) was	d) wi
1 a) being	b) going	c) shall	d) will	6	a) are	b) going	c) to	d) wi!
2 a) be	b) do	c) for	d) to	7	a) be	b) for	c) is	d) to
3 a) are	b) do	c) was	d) will	8	a) about	b) might	c) probably	d) wi]
4 a) about	b) aren't	c) be	d) don't					

Test 7B

Some of these sentences are correct, and some have a word which should not be there.

If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

? They're probably going to knock the building down.	V
? We are be going to get a dog soon.	be
1 The bus is leaves at eight twenty.	
2 The doors of the theatre are about to open.	
3 The meeting will be start at half past seven.	
4 The festival is for to take place in June.	
5 My friend will be calling here tomorrow morning.	
6 We were going to eat in the restaurant, but it was full.	
7 I have to register for my course before the classes will begin.	
8 I will to have finished lunch by two o'clock.	

Test 7C

Put in a form of the verb. Use the future continuous (*will be doing*), the future perfect (*will have done*) or *was/were going to*.

► It's quite a long way, isn't it? We'// *have walked* (walk) about five miles by the time we get back, I'd say.
1 It'll be better if you don't ring at one o'clock. We (have) lunch then.
2 I (drive) over and see you, but there's something wrong with the car.
3 I've got loads of work. I expect I (work) all night. And I'm not looking forward to it.
4 I'll have much more time next week because I (do) all my exams then.
5 We (buy) that computer game, but they don't make it for the kind of computer we've got.
6 I know you'll put on a wonderful show. You (have) so much practice by the time you perform it that it's sure to be brilliant.

Test 7D

Complete the conversation. Use *will*, *be going to* or a present tense. Choose the best form. Sometimes more than one answer is correct.

Peter: Hello. Where are you going?

Polly: To my evening class. I'm learning Swedish. And next week (►) // have (I / have) a chance to speak it for real. (1) (I / go) to Sweden for three weeks.

(2) (I / leave) on Friday. (3) (I / visit) some friends there.

Peter: (4) (that / be) nice.

Polly: Well, I'd better hurry. My lesson (5) (start) at half past seven, and it's twenty-five past now.

Peter: OK. Come and see me when (6) (you / get) back from Sweden.

Polly: Thanks. (7) (I / send) you a postcard.

Test 7E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have decided to help with the project, (going) *We are going to help with the project.*

1 We're willing to wait for you. ('11)

2 You can get off this train at Bath, (stops)

3 My friend intended to meet us. (going)

4 Adrian's job interview is on 17 October, (having)

5 Our meal will be over by eight o'clock, (finished)

6 I think I'm going to go on the trip, (might)

7 The fire hasn't gone out yet, but it will in a minute, (about)

Test 7F

Choose the correct form.

► A: I'd better go. I'm cycling home, and I haven't got any lights on my bike.

B Oh, yes. It'll be/~~I'll have been~~ dark soon.

1 A: I hear the rent on your flat is very expensive.

B Yes it is. I'll move/I'm going to move, I've decided.

2 A: I'd like a photo of Martin and me.

B I'll take/I'm going to take one with your camera, then.

3 A: Have you booked a holiday yet?

B Yes, we go/we're going to Spain.

4 A: What's that man doing up there?

B Oh no! He'll jump/He's going to jump!

5 A: Can I borrow your bike on Monday?

B I'm sorry, but I'll be using/I'll have used it. I always cycle to work.

34 Yes/no questions

A Use



A yes/no question is one that we can answer with yes or no.

Are you ready? ~ Yes, nearly/No, not quite.

Has anyone seen my bag? ~ Yes, it's on the chair./No, I don't think so.

These questions are asking for information. For example, Daniel wants to know if Vicky is ready or not.

Sometimes yes/no questions have other uses, especially questions with modal verbs. For example, when Matthew says *Shall we go then?* he is making a suggestion, not asking for information. Here are some examples of the different uses.

Requesting: Making a suggestion: *Shall we eat out tonight?*

Offering: *Can/Could you write the address down for me, please?*

Inviting: *Can I carry something for you? ~ No, it's OK, thanks.*

Asking permission: *Would you like to come to a party? - Yes, I'd love to.*

May I use your phone? ~ Yes, of COURSE

B Form

A yes/no question begins with an auxiliary verb. An auxiliary verb is a form of be or have or a modal verb e.g. **can**. The auxiliary verb comes before the subject.

AUXILIARY SUBJECT

Is **it** *raining?*

STATEMENT: *It is raining.*

Has **David** *got a car?*

QUESTION: *Is it raining?*

Can **Emma** *drive?*

The main verb be also comes before the subject in a question.

Is it cold out there? Are you ready? Was it easy? If there is more than one auxiliary verb, only the first one comes before the subject.

Have you been working? Could we have done better?

In the present simple and past simple we use a form of do.

AUXILIARY SUBJECT

Do **the buses** *run every day?*

STATEMENT: *They (do) run every day.*

Does **Mark** *play golf?*

QUESTION: *Do they run every day?*

Did **you** *like the concert?*

A question cannot begin with an ordinary verb such as *run, play* or *like*.

NOT *Plays Mark golf?* and NOT *Liked your the concert?*

The verb after the subject does not end in s or ed.

NOT *Does Mark plays golf?* and NOT *Did you liked the concert?*

34 Exercises

1 Use (A)

Write down the use of each question. Choose from these uses:

asking for information (x3), asking permission, inviting, making a suggestion, offering, requesting (x2)

- ? Could you post this letter for me? *requesting*
- ? Can we get a number 35 bus from this stop? *asking for information*
- 1 Can I help you with those bags?
- 2 Shall we stop for a rest?
- 3 Is it Tuesday today?
- 4 Could you wait a moment, please?
- 5 Would you like to have tea with us?
- 6 Will your friend be here next weekend?
- 7 May I sit down?

2 Form(B)

Claude Jennings, the World Quiz Champion, is going to be on Guy's chat show.

Guy is wondering what to ask Claude. Read what Guy is thinking and write down his questions.

► (I expect Claude has won lots of prizes.) *Have you won lots of prizes ?*

- 1 (I wonder if he's a rich man.)
- 2 (Perhaps quizzes are his only hobby.)
- 3 (I expect he worked hard at school.)
- 4 (I wonder if he's got any other interests.)
- 5 (I wonder if it's an interesting life.)
- 6 (Perhaps his wife asks him quiz questions.)
- 7 (And maybe he answers questions in his dreams.).....

3 Yes/no questions (A-B)

What would you say in these situations?

► You want to know if Mark has been to Los Angeles. Ask Sarah.

Has Mark been to Los Angeles ?

- 1 You aren't sure if Rachel and Vicky are going to America. Ask them.
- 2 You want to know if Laura plays tennis. Ask Trevor.
- 3 You are wondering if Claire enjoyed her holiday. Ask her.
- 4 You want to suggest to Rachel that you both go for a walk.
- 5 You need to know if David will be at the club tonight. Ask him.
- 6 You want to know if the train is on time. Ask Mark.
- 7 You are wondering if Mike and Harriet go camping. Ask David.
- 8 You want to ask Matthew if you can borrow his squash racket.
- 9 You want to know if Nick has got a motor bike. Ask him.

35 Short answers, e.g. Yes, it is.

A Answering yes or no

Look at the answers to these questions.

Is it raining? ~ Yes. Are we going to be late? ~ Yes, we are.

Did you say something? ~ No. Did you finish the crossword? ~ No, I didn't.

We can sometimes answer a question with a simple **yes** or **no**, but we often use a short answer like **No, I didn't**. We usually put a comma after **yes** or **no**.

We do not normally use a full sentence, but we can do if we want to add emphasis to the answer.

Did you open my letter? ~ No, I didn't open your letter.

Sometimes, to be polite, we may need to add information.

Did you get the tickets? ~ No, I didn't. There wasn't time, I'm afraid. Sorry.

B Form

A positive short answer is **yes** + a pronoun + an auxiliary.

QUESTION		SHORT	ANSWER
Auxiliary		Pronoun	Auxiliary
Are	<i>you working tomorrow? ~</i>	Yes,	<i>I am.</i>
Has	<i>Emma got a computer? ~</i>	Yes,	<i>she has.</i>
Will	<i>I need my passport? ~</i>	Yes,	<i>you will.</i>
Did	<i>they repair your phone? ~</i>	Yes,	<i>they did.</i>

We can also use the main verb be in a short answer.

Is it time to go? ~ Yes, it is. It's ten past eleven.

Note that in the present simple and past simple we use a form of **do**. **Do**

you like classical music? ~ Yes, I do. NOT YES I LIKE.

A negative short answer is **no** + a pronoun + an auxiliary + n't.

QUESTION		SHORT	ANSWER
Auxiliary		Pronoun	Auxiliary
Is	<i>the photocopier working now? ~</i>	No,	<i>it isn't.</i>
Have	<i>the children gone to sleep? ~</i>	No,	<i>they haven't.</i>
Will	<i>there be food at the party? ~</i>	No,	<i>there won't.</i>
Does	<i>this train stop at Derby? ~</i>	No,	<i>it doesn't.</i>

But note No, I'm **not**.

Are you working tomorrow? ~ No, I'm not. NOT No, I amn't.

C Answering requests, suggestions, offers and invitations

To answer a request, suggestion, etc, we normally use a phrase like **Yes, of course** or **Yes, please** rather than a short answer. If we answer in the negative, we have to give some explanation.

Request: *Could you help me move these chairs, please? ~ Yes, of course. OR I'm afraid I'm rather busy.*

Suggestion: *Shall we have a coffee? ~ Yes, OK. OR Sorry, I can't. I have to go.*

Offer: *Can I give you a hand? ~ Yes, please. That's very kind of you. OR It's OK, thanks. I can manage*

Invitation: *Would you like to come to the barbecue? ~ Yes, please. I'd love to. OR I'd love to, but I'll be away*

Short negative answers would sound strange or impolite here.

35 Exercises

1 Form (B)

It's eleven o'clock, and everyone has arrived at a party. Put in the short answers.

► Have you got a drink? ~ Yes, I have, thank you. I've just put it down somewhere.

1 Can you speak Arabic? ~ , but not very well.

2 Is it raining outside? ~ It's just started.

3 Has David come with you? ~ He's in hospital, actually.

4 Did you come by car, Tom? ~ It took ages because of all the traffic.

5 Are those people over there your friends? ~ I don't know them at all.

6 Do you like England? ~ -I'm enjoying my stay here.

7 Is your brother here? ~ He's away on business at the moment.

8 Have you seen Nick recently? ~ I think he's moved away.

2 Form (B)

It's one o'clock in the morning, and the party is in full swing.

People are still talking. Put in the short answers.

► Are you French? ~ No, I'm not. I'm Italian. I'm from Milan.

1 Will you and Laura be here in August? ~ We're going to France.

2 Did you remember to bring the photos? ~ I'll give them to you in a minute.

3 Has Rita broken up with her boyfriend? ~ It's all over, she told me.

4 Did you see that documentary about the ozone layer on television last night?
..... I was working late, unfortunately.

5 Does Laura like these old songs? ~ She loves Elvis Presley.

6 Are you and Mike staying the night here? ~ We have to get home tonight.

7 Can we afford a taxi? ~ It's quite a long way.

8 Are you OK, Vicky? ~ I feel really awful.

3 Answering questions (A-C)

Which would normally be the best answer?

► Are you busy today?

- a) Yes, busy,
- b) V Yes, I am.

1 Is it too hot in here for you?

- a) No, it isn't,
- b) No, I'm fine, thanks.

2 Do you know Emma?

- a) Yes.
- b) Yes, we live in the same building.

3 Tell me, did you steal my money?

- a) No.
- b) No, I didn't steal your money.

4 Do you live on the campus?

- a) Yes, I do.
- b) Yes, I live on it.

5 Would you like to come out with us for the day?

- a) Yes, I would like,
- b) Yes, please.

6 Is it the eighteenth today?

- a) Yes, it is.
- b) Yes, it is the eighteenth of November today.

7 Did you bring my CD?

- a) No.
- b) No, sorry. I forgot it.

8 Can I carry your bags?

- a) No, you can't,
- b) It's all right, thanks.

36 Wh-questions

A Introduction

Reporter Kitty Beamish is interviewing some guerrilla fighters.

Kitty:

Why are you fighting?

What can you do for the people?

When will the war be over?

Guerillas: *For*

our freedom. We

can help them

Very soon.

A wh-question begins with a question word. Question words are **who**, **what**, **which**, **whose**, **where**, **when**, **why** and **how**.

We use a wh-question to ask for information.



B Form

Most wh-questions begin with a question word + an auxiliary verb + the subject. (For another form of wh-question, see Unit 37.) An auxiliary verb is a form of **be** or **have** or a modal verb, e.g. **can**.

QUESTION WORD	AUXILIARY	SUBJECT	
What	is	Kitty	doing?
Where	have	you	put the map?
When	can	we	travel safely?

The main verb **be** also comes before the subject in questions.

Where is Kitty? **How are** you? **What was** that noise? If there is more than one auxiliary verb, only the first one comes before the subject.

The guerrillas have been hiding. Where have the guerrillas been hiding?

I should have said something. What should I have said?

In the present simple and past simple we use a form of **do**.

QUESTION WORD	AUXILIARY	SUBJECT	
Where	do	people	meet?
How	does	the radio	work?
What	did	the guerrillas	say?

An ordinary verb such as **meet**, **work** or **say** cannot come before the subject.

NOT *Where meet people?* and NOT *How works the radio?*

The verb after the subject does not end in **s** or **ed**.

NOT *How does the radio works?* and NOT *What did the guerrillas said?*

Question phrases

Look at these question phrases with **what** and **how**.

What time is your friend arriving? ~ Half past eight. **What colour** is your toothbrush? ~ Yellow. **What kind of/What sort of** club is it? ~ A nightclub. **How old** is your sister? ~ She's twenty. **How often** do you go out? ~ About once a week, usually. **How far** is the beach? ~ Only five minutes walk. **How long** will the meeting last? ~ An hour or so, I expect. **How many** televisions have you got? ~ Three. **How much** money did you spend? ~ About a hundred pounds.

36 Exercises

1 Wh-questions (A-B)

What would you say in these situations?

► You are talking to a man at a party. Ask him where he works.

Where do you work?

- 1 You want to know what the date is today. Ask your friend.
- 2 You've forgotten when the course finishes. Ask your friend.
- 3 Your friend is having a party. You'd like to know who he has invited. Ask him.
- 4 Your favourite band are going to give a concert. Ask how you can get tickets.
- 5 You are in town with a friend, and you are wondering where the two of you are going to have lunch. What do you ask?

2 Question words and phrases (A-C)

Quiz champion Claude Jennings is answering questions. Put in these words and phrases:

how far, how long, how often, how many, what, what colour, what kind, when, where, who

Quiz-master:

► *What colour* is the Greek flag?

1.	is Melbourne?	Claude: Blue and white.
2.	centimetres are there in a kilometre?	It's in Australia.
3.	did the Second World War end?	A hundred thousand.
4.	did Romeo love?	In 1945.
5.	is Sirius?	Juliet.
6.	is it from Los Angeles to San Francisco?	It's a star.
7.	are the Olympic Games held?	About 400 miles.
8.	of food is Cheddar?	Every four years.
9.	is a game of rugby?	It's cheese.

3 Wh-questions (A-C)

Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

► Guy: *How often do you record 'Round the Corner'?*

Melissa: Oh, we record it every day. It's a full-time job, you know.

1 Guy: Andit?

Melissa: In Birmingham, at the BBC studios.

2 Guy:

Melissa: How many? Well, let me see, I think we've done a thousand programmes.

3 Guy:

Melissa: I'm not going to tell you. How much money I earn is my business.

4 Guy: OK, I'm sorry.

Melissa: Oh, a long time ago. I started acting when I was twelve.

5 Guy:

Melissa: My plans for the future? I just want to go on with 'Round the Corner'.

37 Subject/object questions

A Who and what



Who is interviewing Kitty?

Who and **what** can be the subject of a question.
The word order is the same as in a statement.

SUBJECT

Who rang you? (Someone rang you.)
Who is helping you? (Someone is helping you.)
What will happen next? (Something will happen next.)



Who is Kitty interviewing?

Who and **what** can also be the object. An auxiliary (e.g. **did**, **will**) comes before the subject.

OBJECT

Who did you ring?
(You rang someone.) *Who are you helping?* (You are helping someone.) *What will they do next?* (They will do something next.)

Who and **what** can also be the object of a preposition, e.g. **to**, **with**.
(For prepositions in questions, see Unit 38.) Compare these sentences.

SUBJECT

Who was talking to you?
(Someone was talking to you.)
What wine goes with fish? (Some wine goes with fish.)

OBJECT

Who were you talking to?
(You were talking to someone.)
What does this colour go with?
(This colour goes with something.)

B Which, whose, how many and how much

These words can also be either the subject or the object.

SUBJECT

Which program will work best? (One of the programs will work best.) *Whose dog is barking over there?* (Someone's dog is barking over there.) *How many people came past?* (Some people came past.)
How much oil got into the river? (Some oil got into the river.)

OBJECT

Which program will you use?
(You will use one of the programs.)
Whose dog is Melanie walking?
(Melanie is walking someone's dog.)
How many people did you see?
(You saw some people.) *How much oil did you buy?* (You bought some oil.)

37 Exercises

1 Who and what as subject and object (A)

Read about the situations and answer each question in a single phrase.

- The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.
a) Who helped Tom? *David* b) Who did Nick help? *no one*
- 1 Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.
a) Who is Nick in love with? b) Who is in love with Tom?
- 2 Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.
a) Who met Sarah? b) What was Mike waiting for?
- 3 There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.
a) What hit the van? b) What did the van hit?

2 Who and what as subject and object (A)

People aren't giving you enough information. Ask questions with *who* or *what*.

- ? Something has happened. ~ Oh? *What has happened?*
- ? I've invited someone to tea. ~ Well? *Who have you invited?*
- 1 Somebody is having a party. ~ Oh, really?
- 2 I was reading something. ~ Oh?
- 3 I've learnt something. ~ Go on, tell me.
- 4 We should do something. ~ Yes, I know, but
- 5 Someone is looking for you. ~Oh?
- 6 I'm looking for someone. ~ Maybe I can help.....
- 7 Rachel is planning something. ~ Is she?
- 8 Somebody has moved in next door. ~ Oh, really?
- 9 Something is worrying me. ~ Well, tell me.
- 10 I want to meet someone. ~ What do you mean?

3 Which, whose, how many and how much (B)

Harriet is visiting her grandmother, Mrs Evans. It's Mrs Evans's birthday.

She can't hear very well, and she sometimes gets confused. Complete her questions.

Harriet·

- ? So ten people have sent cards.
- ? I met David's friend yesterday.
- 1 You can keep those photos.
- 2 Those flowers look lovely.
- 3 Fifty pounds went missing.
- 4 I passed Mark's house earlier.
- 5 The doctor has four children.
- 6 Doctors earn lots of money.
- 7 Mike's uncle has died.
- 8 Trevor's wife is coming later.

Mrs Evans:

Pardon? How many *people have sent cards*?
What? Whose *friend did you meet*?
Photos? Which
Do they? Which.....
Missing? How much
Pardon? Whose
Really? How many
I don't know. How much.....
What's that? Whose.....
Oh? Whose

38 Prepositions in wh-questions

A Introduction



Daniel and Rachel each ask Vicky a question. In each question, the word **what** is the object of a preposition (**for, about**).

What are you looking for?

(You are looking **for** something.)

What are you worrying about?

(You are worrying **about** something.)

The preposition normally comes in the same place as in a statement: **looking for, worrying about**.

NOT **For what are you looking?**

NOT **About what are you worrying?** But in more formal English, the preposition can come before the question word.

In which warehouse were the goods stored?

OR **Which warehouse were the goods stored in?**

In formal English we use a preposition + **whom** (not who).

From whom did you obtain the information?

OR **Who did you obtain the information from?**

Here are some more examples of prepositions in wh-questions. **Who**

are we waiting for? ~ Rachel. **What's Nick laughing at?** ~ Oh, one of Tom's jokes. **Where are you from?/Where do you come from?** ~ Bombay. **What kind of holiday are you interested in?** ~ A package holiday. **Who did you go out with last night?** ~ Just a friend.

B What... for and what... like

We can use a question with **what... for** to ask about purpose.

What did you buy this computer magazine for? ~ To read about business software.

What are these bricks for? ~ We're going to build a wall.

What are they digging the road up for? ~ They're repairing a gas pipe.

What... for means the same as **why**.

Why are they digging up the road? ~ They're repairing a gas pipe.

We can use **what ... like** to ask if something is good or bad, interesting or boring, etc.

What was the party like? ~ Oh, we had a great time.

What's the place like where you live? ~ It's pretty quiet.

Note also **look like**.

What does your friend look like? ~ She's very tall and blond.

But we use **how** to ask about someone's well-being.

How are you? ~ I'm OK, thanks. And you?

How are you getting on in your new job? ~ I'm really enjoying it.

Compare these two questions.

How's Melanie? ~ Oh, she's fine, thanks. (She is happy/in good health.)

What's Melanie like? ~ She's very nice. (She is a nice person.)

38 Exercises

1 Prepositions in wh-questions (A)

Ask these people questions with *what*.

Use these verbs and prepositions: *look at, look for, point at, talk about, wait for*



► *What are you looking for?*

1.....3.....
2.....4.....

2 Prepositions in wh-questions (A)

Put in the question. Use *what* and put the preposition in brackets at the end.

- ? Melanie: Tom is smiling. He's pleased, (about) Yes, he is. *What is he pleased about?*
- David: I'm busy today. I'm getting ready, (for) *What are you getting ready for?* I've
- ? Laura: done something awful. I'm ashamed, (of)
Trevor:
- 1 Jessica: Haven't you heard of Kitty Beamish? She's famous, (for)
Andrew: No, I haven't
- 2 Trevor:
Ilona: Mark is annoyed. He's going to complain, (about)
- 3 Sarah:
Claire: Emma's in a hurry. She's going to be late, (for) I don't feel
- 4 Matthew:
Daniel: very relaxed. I feel nervous, (about)
- 5 Vicky:
Rachel:

3 What... for and what... like (B)

Trevor has just come home from work. Complete the conversation. Put in *for, how, like* or *what*.

Trevor: Hello, my love. (►) *How are you?*

Laura: Hello. I'm all right, but I'm in a bit of a rush getting ready for the barbecue.

Trevor: Er, I forgot to tell you that I invited two more people.

Laura: (1)..... are you telling me now (2)..... ? I've bought all the food. I just hope there's enough. Anyway, who are these people? (3)..... are they (4)..... ?

Trevor: They're friends of Harriet's. They're very nice people. And after all, (5)..... are parties (6)..... ? To meet new people.

Laura: It isn't a party, it's a barbecue. (7)..... 's the weather going to be (8)..... ?

Trevor: The forecast said it's going to be perfect. Warm and dry.

Laura: Good. And (9)..... was your day?

Trevor: Oh, not too bad. Busy as usual.

39 Who, what or which?

A What or which?

We can use **what** or **which** before a noun.

WHAT

What sport do you play?

What books do you read?

We use **what** when there is a wide choice of possible answers. We ask *What sport?* because there are lots of different sports.



What sport?

(Tennis or golf or football or hockey or ... ?)

WHICH

Which way do we go here?

Which finger did you break?

We use **which** when there is a limited number of possible answers. We ask *Which way?* because there are only two or three ways to go.



Which way?

(Right or left?)

After **which** we sometimes say the possible answers.

Which cafe did you go to, Snoopy's, the Coffee Pot or the Tea Gardens?

Which phone shall I use, this one or the one in the office?

Sometimes **what** and **which** are both possible.

What day/Which day is your evening class? What train/Which train will you catch?

What platform/Which platform does the train go from? What part/Which part of Italy are you from?

B Patterns with who, what and which

We can use **who**, **what** and **which** without a noun.

Who sent the fax? What do you think of our plan? Which is quicker, the bus or the train?

We can use **what** and **which** before a noun, but not **who**.

Which secretary sent the fax? NOT Who secretary sent the fax?

We can use **which** with one or ones, or with of.

You can have a photo. Which one would you like?

You can have some of the photos. Which ones would you like?

Which of these photos would you like? But

we cannot use **who** or **what** before of.

Which of the secretaries? but NOT Who of the secretaries?

Who always means a person.

Who did you see? (a person) What usually means a thing. It can mean a person only when it comes before a noun.

What did you see? (a thing) What doctor/What film did you see? (a person or a thing)

Which can mean a person or a thing.

Which doctor/film did you see? (a person or a thing)

39 Exercises

1 What or which? (A)

The questions you are asking have a number of possible answers.

If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

- ? (Do you play the piano, or the violin, or the guitar, or ...?)
What musical instrument do you play ?
- ? (Did you go to the Little Theatre or the Theatre Royal?)
Which theatre did you go to ?
- 1 (Did you take the morning flight or the afternoon flight?)
- 2 (Did you stay at the Grand Hotel or the Bristol?)
- 3 (Do you like classical music, or jazz, or rock music, or ...?)
- 4 (Did you buy 'Time' magazine, or 'Newsweek', or a computer magazine, or ...?)
- 5 (Do you work for EuroChemicals, or ICM, or SenCo, or ...?)
- 6 (Are you learning English, or Spanish, or Arabic, or Japanese, or ...?)

2 What or which? (A)

Rita is moving into a new flat. Trevor has come to see the flat and help her move in.

Complete his questions. Put in *what* or *which*. ► Trevor: *What* number is this building? Rita: Forty-two.

- 1 Trevor: I didn't realize there were only three floors..... floor is your flat on?
Rita: The first floor.
- 2 Trevor: It's a very nice flat room will be your living-room?
Rita: This one here, I thought.
- 3 Trevor: colour are you going to paint it?
Rita: Oh, I don't know yet.
- 4 Trevor: time is your furniture arriving?
Rita: Three o'clock, they said.
- 5 Trevor: I'll need some petrol..... way is the nearest petrol station?
Rita: Turn left at the end of the street.

3 Who, what or which? (B)

Detectives Wilson and Taylor are looking into the murder of Lord Weybridge at his country house.

Put in *who*, *what* or *which*.

Wilson: (►) *Which* of the guests in this house is the murderer, do you think, Taylor?

Taylor: I don't know yet. (1)..... had the opportunity? (2)..... of the guests had the chance to do it?

Wilson: (3)..... happened after dinner last night? That's what we have to find out.

Taylor: There must be a motive for the murder. (4)..... motive could the murderer have?

Wilson: Love or money - they're the usual motives. (5)..... of them is it, I wonder?

Taylor: (6)..... did Lord Weybridge leave his money to? That's the question, Wilson.

TEST 8 Questions (Units 34-39)

Test 8A

Put the words in the right order and ask the question.

► everyone / is / ready *Is everyone ready?*

- 1 been / have / where / you
- 2 do / postcards / sell / you
- 3 belong / calculator / does / this / to / who
- 4 are / here / how / long / staying / you
- 5 is / like / new / office / what / your
- 6 are / flights / full / of / the / which
- 7 carnival / does / start / the / time / what
- 8 decided / has / holiday / Nancy / on / what

Test 8B

Put in the correct question word or phrase.

► *What* did you buy? ~ A box of chocolates.

- 1 is this building? ~ It's about two hundred years old.
- 2 does your team play in? ~ Red.
- 3 bag are you carrying? ~ Judy's.
- 4 money do you earn? ~ About £250 a week.
- 5 hand do you write with? ~ My right hand.
- 6 of shop do you work in? ~ A toy shop.
- 7 first stepped on the moon? ~ Neil Armstrong, wasn't it?
- 8 is your mother? ~ She's much better, thank you.
- 9 is it to the post office? ~ About two hundred metres.
- 10 do you take a holiday? ~ Once a year.
- 11 name will you give the baby? ~ We haven't thought of one yet.

Test 8C

Write the sentences correctly.

► ~~Would like you to go sailing?~~ *Would you like to go sailing?*

1 ~~Do you be a student here?~~

2 ~~How many cakes have eaten you?~~

3 ~~Enjoyed you your walk?~~

4 ~~Where your friends have gone?~~

5 ~~What kind of music do you like?~~

6 ~~Does Peter plays tennis?~~

7 ~~About what are you talking?~~

8 ~~What has it happened?~~

Test 8D

Read about each situation and write down the question.

? You want to know if it is raining.

Is it raining?

? You need to ask Polly where she lives.

Where do you live?

- 1 You would like to ask Nancy where she bought her coat.
- 2 You want to ask Susan if Amy can swim.
- 3 You want to ask Simon which band he likes best.
- 4 On the phone you want to know who you are speaking to.
- 5 You need to know how much video recorders cost.
- 6 You are asking permission to come in.
- 7 You need to find out how long the journey takes.
- 8 You want to ask Adrian what he locked the door for.
- 9 You want to ask what happens next.
- 10 You want to suggest that you all go out together.

Test 8E

Write the questions to which the underlined words are the answers.

► Christopher is going to London by train.

How is Christopher going to London?

- 1 The Smiths have got three cars.
- 2 Janet works at the supermarket.
- 3 Andrea is learning English because she will need it in her job.
- 4 The film was really romantic.
- 5 The meeting will take place next Tuesday.
- 6 Tessa switched off the computer.
- 7 Mr Johnson's burglar alarm was ringing.
- 8 Anna went to the dance with Martin.

44 Ability: can, could and be able to

A Can and can't

Vicky: *How many instruments **can** you play, Natasha?*

Natasha: *Three - the violin, the clarinet and the piano.*

Vicky: *That's terrific. You haven't got a piano here, though.*

Natasha: *No, but I **can** go to the music room in college and play the one in there.*

Vicky: *I'm not musical at all. I **can't** even sing.*

We use **can** to say that something is possible: that someone has an ability (*Natasha **can** play the piano*) or an opportunity (*She **can** go to the music room*). **Can** is usually pronounced but sometimes we say . The negative is **cannot** or **can't** .

B Can and be able to

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She **can** write/is **able to** write programs.*

But in some structures we always use **be able to**, not **can**.

To-infinitive: *It's nice to **be able to** go to the opera, (NOT ~~to can go~~)*

After a modal verb: *Melanie **might be able to** help us.*

Present perfect: *It's been quiet today. I've **been able to** get some work done.*

For the future we use **can** or **will be able to** but NOT **will-can**.

*If we earn some money, we **can** go/we'll **be able to** go on holiday next summer.*

*I'm afraid I **can't** come/I **won't be able to** come to the disco on Friday.*

But to suggest a possible future action, we normally use **can**.

*Let's have lunch together. We **can** go to that new restaurant.*

C Could and was/were able to

For ability or opportunity in the past, we use **could** or **was/were able to**.

*Natasha **could** play (OR **was able to** play) the piano when she was four.*

*In those days we had a car, so we **could** travel (OR **were able to** travel) very easily.*

To say that the ability or opportunity resulted in a particular action, something that really happened, we use **was/were able to** but not **could**.

*The plane **was able to** take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark **was able to** get (OR succeeded in getting) the work done in time.*

*The drivers **were able to** stop (OR managed to stop) before they crashed into each other.*

Compare these two sentences.

*The children **could** swim when they were quite young, (a past ability)*

*The children **were able to** swim across the river.
(a past action)*

In negative sentences and questions, we can use either form. *It was foggy, so the plane **couldn't/wasn't able to** take off. The pool was closed, so they **couldn't/weren't able to** have a swim. Could you/Were you **able to** describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc, and with verbs of thinking. *We **could see** the village in the distance. As soon as Harriet opened the door, she **could smell** gas. I **couldn't understand** what was happening.*

44 Exercises

► He can walk on his hands.

1 Can and can't (A)

Look at the pictures and say what they can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin, walk on his hands*



1..... 3.....
2..... 4.....

2 Can and be able to (B)

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) *been able to come* (come) and see you before.

I've been really busy lately. How are you?

David: I'm OK, thanks. (1)..... (I / walk) around now.

The doctor says (2) (I / go) back to work soon.

It'll be nice (3)..... (get) out again. I hate being stuck here like this.

I haven't (4)..... (do) anything interesting.

3 Could and was/were able to (C)

► Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

- a) I ran a marathon at one particular time in the past.
- b) I was once fit enough to run a very long way.

1 Which of these sentences is correct?

I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

- a) Only the first one.
- b) Only the second one.
- c) Both of them.

2 Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

- a) Sarah left work early yesterday.

- b) Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

4 Could and was/were able to (C)

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

► Suddenly all the lights went out. We *couldn't* see a thing.

1 The computer went wrong, but luckily Emma..... put it right again.

2 There was a big party last night. You..... hear the music half a mile away.

3 I learnt to read music as a child. I..... read it when I was five.

4 People heard warnings about the flood, and they..... move out in time.

5 The train was full. I find a seat anywhere.

45 Permission: can, may, could and be allowed to

A Asking permission

We use **can**, **could** or **may** to ask for permission.

Can I use your pen?

Could we borrow your ladder, please? ~ Well, I'm using it at the moment.

May I see the letter? ~ Certainly. **Could** often sounds more polite than **can**. **May** is rather formal.

B Giving and refusing permission

To give permission we use **can** or **may** (but not **could**).

You can wait in my office if you like.

Could I borrow your calculator? ~ Of course you can.

You may telephone from here, (a written notice)

May is formal and is not often used in speech.

To refuse permission we use **can't** or **may not** (but not **couldn't**).

Could we picnic here? ~ I'm sorry. I'm afraid you can't. Members may not bring more than two guests into the club. We can also use **must not**.

Luggage must not be left unattended.



C Talking about permission

We sometimes talk about rules made by someone else. To do this we use **can**, **could** and **be allowed to**.

We use **can** to talk about the present, and we use **could** for the past.

Present: *Each passenger can take one bag onto the plane.*

Past: *In the 1920s you could drive without taking a test.*

We can also use **be allowed to**.

Present: *Passengers are allowed to take one bag onto the plane.*

Future: *Will I be allowed to record the interview on tape?*

Past: *We weren't allowed to look round the factory yesterday.*

For a general permission in the past we use either **could** or **was/were allowed to**.

I could always stay/I was always allowed to stay up late as a child.

But to say that the permission resulted in a particular action, something that really happened, we use **was/were allowed to** (but not **could**).

I was allowed to leave work early yesterday.

We were allowed to go into the control room when we looked around the power station.

Compare these questions with **may** and **be allowed to**.

ASKING FOR PERMISSION

May I take a photo of you?

(= Will you allow it?)

ASKING ABOUT PERMISSION

Are we allowed to take photos?

(= What is the rule?)

45 Exercises

1 Asking permission (A)

How would you ask for permission in these situations?

Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use* ►

You are at a friend's flat. You want to make a phone call. *Can I use your phone?*

1 You need a calculator. The person sitting next to you has got one.

2 You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.

3 You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

2 Giving and refusing permission (B)

A policeman is telling you what the signs mean. What does he say? Use *can* and *can't* and these verbs: *drop, go, have, park, play, smoke, turn*



Policeman:

? You can't go this way.

? You can park here.

1

2

3

4

5

3 Be allowed to (C)

Put in the correct forms.

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: Yes, it's a nice flat, but the landlady is really strict. (►) We aren't allowed to do (we / not / allow / do) anything. It was my birthday last month, and

(1).....(I / not / allow / have) a party.

Rita: Oh, (2).....(we / allow / have) parties at our place, luckily.

(3).....(we / allow / do) anything, more or less.

We're hoping to have an all-night party soon, but I'm not absolutely sure if

(4)(we / allow/hold) it.

4 May I...? or Am I allowed to ...? (C)

Are you asking for permission, or are you asking what the rule is? Put in *May I... ?* or *Am I allowed to ... ?*

? *May I use your computer?*

? *Am I allowed to smoke in this cinema?*

1 cross the road here?

2 ask you a personal question?

3 rollerblade in this park?

4 drive a car without insurance?

5 read your magazine?

46 Possibility and certainty: **may, might, could, must, etc**

A May, might and could

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It **may/might** be a bomb. (= Perhaps it is a bomb.)*

*/ **may/might** go to the disco tomorrow. (= Perhaps I will go to the disco.)*

We can use **could** to say that something is possible.

*The story **could** be true, I suppose. (= Possibly it is true.)*

*You **could** win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may**, **might** or **could**.

*It **may/might/could** rain later.*

After **may**, **might** or **could** we can use a continuous form (be + an ing-form). *That man **may/might** be watching us. (= Perhaps he is watching us.) Sarah **may/might** be working late tonight. (= Perhaps she will be working late.) I'm not sure where Matthew is. He **could** be playing squash. (= Possibly he is playing squash.)*

B May, might and could in the negative

The negative forms are **may not**, **might not/mightn't**, and **could not/couldn't**.

MAY NOT AND MIGHT NOT

Something negative is possible. *Daniel **may not** get the job. Tom **might not** be in. I **mightn't** finish the marathon tomorrow.*
(It is possible that I will not finish it.)

COULDN'T

Something is impossible.
*Vicky is afraid of heights. She **couldn't** climb onto the roof.*
*I'm completely unfit. I **couldn't** run a marathon.*
(It is impossible for me to run it.)

C Must and can't

MUST

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She **must** be out. I had my keys a moment ago. They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

CAN'T

We use **can't** when we realize that something is impossible.

*We haven't walked far. You **can't** be tired yet.*
*Life **can't** be easy when you have to spend it in a wheelchair.*
*Nick **can't** be touring Scotland. I saw him hat this morning.*

46 Exercises

1 Might be and might be doing (A)

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (►) *She might be* (she / be) in the music room. (►) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1).....(she / be) with you.

Rachel: It's a nice day. (2).....(she / be) on the lawn.

(3)(she / sit) out there reading the paper.

Or (4)(she / have) a coffee.

(5)(you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6)(she / know).

2 May and might (A-B)

Add a sentence with *may* or *might* (both are correct).

? I'm not sure if it's going to rain. *It might rain.*

? I don't know if we'll see an elephant. *We may see one.*

1 I can't say whether Daniel will win

2 I haven't decided if I'm having a holiday.

3 I don't know if we'll get an invitation.

4 I've no idea whether Sarah will be late.....

3 I'm not sure if my friends are visiting me

3 Mightn't and couldn't (B)

Put in *mightn't* or *couldn't*.

? I've got one or two things to do, so I *mightn't have* time to come out tonight.

? David *couldn't* work as a taxi driver. He can't drive.

1 We're going to need lots of glasses. We have enough, you know.

2 Markbe in the office tomorrow. He thinks he's getting a cold.

3 Wepossibly have a dog, living in a small flat like this.

■1 How can you work with all this noise? Iwork in such conditions.

5 Don't ring tomorrow because I..... be in. I'm not sure what I'm doing.

4 Must, can't and might (A, C)

A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (►) *must be* mad. You (1)be serious.

Mrs Miles: It really (2).....be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen. You (3)be injured or even killed.

I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4)be much fun if you never take risks.

You ought to try it. You never know - you (5)enjoy it.

Reporter: Enjoy it? You (6)be joking!

47 Necessity: must and have to

A Present, past and future

We use **must** and **have to/has to** to say that something is necessary. *You'll be leaving college soon. You **must** think about your future. We're very busy at the office. I **have to** work on Saturday morning. Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with **will**, we need a form of **have to**.

*Emma **had to** go to the dentist yesterday, NOT **She must go to the dentist yesterday.**
That wasn't very good. We'll **have to** do better next time.*

And in other structures we also use a form of **have to**, not **must**.

To-infinitive: */ don't want to **have to** wait in a queue for ages.*

After a modal verb: *Emma has toothache. She **might have to** go to the dentist.*

Present perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with **have to/has to** and **had to**, we use a form of **do**.

*/ **don't have to** work on Sundays. Why **does** Andrew **have to** study every evening?*

*Did you **have to** pay for your second cup of coffee? ~ No, I didn't. I **don't have to** work means that it is not necessary for me to work (see Unit 48B).*

B Must or have to?

Both **must** and **have to** express necessity, but we use them differently.



MUST

We use **must** when the speaker feels that something is necessary.

*You **must** exercise. (I'm telling you.) We **must** be quiet. (I'm telling you.)*

I/we **must** can also express a wish.

*I **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*

HAVE TO

We use **have to** when the situation makes something necessary.

*I **have to** exercise. (The doctor told me.) We **have to** be quiet. (That's the rule.)*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

Have got to

Have got to means the same as **have to**, but **have got to** is informal. We use it mainly in the present. *I **have to/I've got to** make my sandwiches. My father **has to/has got to** take these pills. Do we **have to apply/Have we got to** apply for a visa?*

47 Exercises

1 Have to (A)

Complete the conversations. Use the words in brackets and a form of *have to*.

► Melanie: David's broken his leg. *He's had to go* (he's / go) to hospital.
Harriet: Oh no! How long *will he have to stay* (will / he / stay) there?
Melanie: I don't know.

1 Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But(I / pay) a lot of money.
Henry: How much.....(you / pay)?
Claire: Two hundred pounds!

2 Trevor: That door doesn't shut properly... (you / slam) it every time.
Laura:(you / will / fix) it then, won't you?

3 Jessica: You're always taking exams. Why(you / take) so many?
Andrew:(I / will / take) a lot more if I want a good job.

4 Mike: We're in a new house now.....(we / move). The old place was too small.
Nick: Did it take you long to find a house?
Mike: No, we found one easily.(we / not / look) very hard. But it was in bad condition.....(we've / do) a lot of work on it.

5 Nick: My brother(start) work at five o'clock in the morning.
Melanie: That's pretty early. What time(he / get) up?
Nick: Half past three.

2 Must and have to (B)

Write a sentence with *must*, *have to* or *has to*.

► The sign says: 'Passengers must show their tickets.'
So *passengers have to show their tickets*.
► The children have to be in bed by nine.
Their parents said: '*You must be in bed by nine*.'

1 Laura has to get to work on time.
Her boss told her:

2 The police told Nick: 'You must keep your dog under control.'
So Nick

3 The pupils have to listen carefully.
The teacher says:

4 The new sign says: 'Visitors must report to the security officer.'
So now

3 Must or have to? (B)

Put in *must* or *have to/has to*. Choose which is best for the situation.

► I *have to* go to the airport. I'm meeting someone.

1 You lock the door when you go out. There've been a lot of break-ins recently.
2 Daniel go to the bank. He hasn't any money.
3 I work late tomorrow. We're very busy at the office.
4 You really..... make less noise. I'm trying to concentrate.
5 I think you pay to park here. I'll just go and read that notice.
6 You really hurry up, Vicky. We don't want to be late.
7 I put the heating on. I feel really cold.

48 Necessity: **mustn't**, **needn't**, etc

A Mustn't or needn't?

We use **must** to say that something is necessary (see Unit 47).

You must be careful with those glasses. I must remember my key.

Now compare **mustn't** and **needn't**.

MUSTN'T

We use **mustn't** to say that something is a bad idea.

You mustn't drop those glasses. They'll break.

I mustn't forget my key, or I won't get in.

You mustn't wear your best clothes. You'll get them dirty.

NEEDN'T

We use **needn't** when something is not necessary,

You needn't wash those glasses. They're clean.

We needn't make sandwiches. There's a cafe.

You needn't wear your best clothes. You can wear what you like.

B Don't have to and don't need to

We can use **don't have to** and **don't need to** when something is not necessary.

The meaning is the same as **needn't**.

You don't have to / don't need to wash those glasses. They're clean.

Mark doesn't have to / doesn't need to finish the report today. He can do it at the weekend.

For American usage see page 379.

For the past we use **didn't**.

The food was free. We didn't have to pay/We didn't need to pay for it.

C Didn't need to or needn't have?



Daniel hadn't booked a seat, but luckily the train wasn't full. He didn't need to stand.

Trevor and Laura booked a table for dinner. But the restaurant was empty. They needn't have booked a table.

DIDN'T NEED TO

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats.

Mark didn't need to hurry. He had lots of time. He drove slowly along the motorway. We didn't need to go to the supermarket because we had plenty of food.

NEEDN'T HAVE

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. booking a table.

Mark needn't have hurried. After driving at too speed, he arrived half an hour early. We needn't have gone to the supermarket. We already had a pizza for tonight.

Sometimes we can use **didn't need to** when the action happened, even though it was not

Mark didn't need to hurry, but he drove at top speed. necessary. He likes driving fast.

48 Exercises

i Must, mustn't or needn't? (A)

Put in *must*, *mustn't* or *needn't*.

► Laura: You *needn't* take an umbrella. It isn't going to rain.
Trevor: Well, I don't know. It might do.
Laura: Don't lose it then. You *mustn't leave* it on the bus.

1 Vicky: Come on. We hurry. We be late.
Rachel: It's only ten past. We hurry. There's lots of time.

2 Claire: My sister and I are going a different way.
Guide: Oh, you go off on your own. It isn't safe.
We keep together in a group.

3 David: I'll put these cups in the dishwasher.
Melanie: No, you put them in there. It might damage them.
In fact, we wash them at all. We didn't use them.

4 Secretary: I forget to type this letter.
Mark: Yes, it go in the post today because it's quite urgent.
But the report isn't so important. You type the report today.

2 Don't have to (B)

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

► We had to make our own fun in the old days. There wasn't any television then. These days people *don't have to make their own fun*.

1 There's so much traffic now. You have to wait ages to cross the road. In those days you

2 I had to work long hours when I was young. But children today have it easy.
They.....

3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child

4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people

5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people

3 Didn't need to or needn't have? (C)

Write the sentences using *didn't need to* or *needn't have*.

► The previous owners had already decorated the flat, so *we didn't need to decorate it ourselves* (*we / decorate / it / ourselves*).

1 Luckily we were able to sell our old flat before we bought the new one,
So..... (*we / borrow / any money*).
2 It was very hot yesterday, so I watered all the flowers.
And now it's pouring with rain (*I / bother*).
3 We've done the journey much more quickly than I expected.
..... (*we / leave / so early*).
4 K friend had already given me a free ticket to the exhibition,
So (*I / pay / to go in*).
5 Service was included in the bill, so..... (*you / tip / the waiter*).
It was a waste of money.

49 Should, ought to, had better and be supposed to

A Introduction



B Should and ought to

We use **should** and **ought to** to say what is the best thing or the right thing to do.

There is no difference in meaning.

*You're not very well. Perhaps you **should** see a doctor.*

*Your uncle was very kind to me. I **ought to** write him a letter of thanks.*

*People **shouldn't/boughtn't to** break their promises.* We can also use **should** and **ought to** in questions to ask for advice.

*Where **should** I put this picture, do you think?*

*It's a difficult problem. How **ought** we **to** deal with it?*

After **should** or **ought to** we can use a continuous form (**be** + an ing-form).

*It's half past six already. I **should be cooking** the tea. Why are you sitting here doing nothing? You **ought to be working.***

C Had better

We use **had better** to say what is the best thing to do in a situation.

*It's cold. The children **had better** wear their coats.*

*The neighbours are complaining. We'd **better** turn the music down.*

*My wife is waiting for me. I'd **better not** be late.*

We could also use **should** or **ought to** in these examples, although **had better** is stronger. The speaker sees the action as necessary and expects that it will happen.

D Be supposed to

We use **be supposed to** when we are talking about the normal or correct way of doing things.

*The guests **are supposed to buy** flowers for the hostess. Look at these cars. This area **is supposed to be kept clear of traffic.** The bus driver needs to concentrate. You're **not supposed to talk to him.** How **am I supposed to cook** this? ~ It tells you on the packet.*

We can use **was/were supposed to** for the past.

*It's eleven o'clock. You **were supposed to be here at ten thirty**, you know.*

49 Exercises

1 Should and ought to (B)

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (►) *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1) worry so much, Vicky. Don't panic.

You (2) to relax sometimes. You (3) take a break.

Vicky: I know! (4) panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5) be pleased. You (6) to invent problems for yourself.

2 Had better (C)

What would you say in these situations? Add a sentence with '*'d better (not)*' and the words in brackets.

► Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)

You'd better take an aspirin.

- 1 You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late.
(wait)
- 2 Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked.
(lock)
- 3 Some friends are going to visit you today. Your room is in a mess. What do you think?
(tidy)
- 4 Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you.
(too fast)
- 5 There's an exam tomorrow. Neither you nor Rachel have done any work for it.
(some revision)

3 Be supposed to (D)

Add a sentence using *be (not) supposed to* and these verbs:

leave it outside, report to the police, stand in a queue, take two before meals, watch it

► You shouldn't bring your bike in here. *You're supposed to leave it outside.*

- 1 I've got some pills.....
- 2 Foreign visitors can't travel freely here.
- 3 Be careful waiting for a bus in England.
- 4 This film isn't for under-sixteens.

Should, ought to, had better and be supposed to (A-D)

Complete the conversation. Use *should*, *ought to*, *had better* or *be supposed to* and the verbs in brackets.

Usually there is more than one correct answer.

Vicky: What time (►) *are we supposed to be* (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) we / hurry).

(2) (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people

(3) (arrive) late when they've been invited to something.

Rachel: You worry too much. (4) (you / not / take) everything so seriously, Vicky. It's a coffee morning, not a job interview.

(5) (we / not / get) there exactly on time.

50 Asking people to do things

A Polite requests

We can use **can** or **could** in a request, when we ask someone to do something.

Can everyone be quiet for a minute, please?

Can you keep me informed? ~ Yes, of course.

Could you lend me ten pounds until tomorrow? ~ Sorry, I haven't got ten pounds.

I wonder if you could explain something to me. ~ I'll try.

Could is often more polite than **can**.

In a request we can also use **Do you mind ...?** or **Would you mind...?** with an ing-form.

Do you mind waiting a moment? ~ No, I can wait.

Would you mind sitting in the back? ~ No, not at all. We
can also use **Would you like to ...?**

Would you like to lay the table for me? ~ Yes, of course. We do not use **Do you like ...?**
for a request, NOT *Do you like to lie the table for me?*

It is always worth taking the trouble to use one of these request forms in English. We do not normally say
Lay the table for me. This can sound very abrupt and impolite without a phrase like **Could you ...?**

B The imperative

We can sometimes use the imperative form to tell someone what to do.

Bring another chair. Hurry up or we'll be late. We
form the negative with **don't**.

Don't be silly. Don't make so much noise.

We can use an imperative when we are with friends in an informal situation. But we do not use it to a
stranger or in a more formal situation.

Excuse me. Could you tell me the way to Oxford Street, please?

NOT *Tell me the way to Oxford Street please.*

Would you mind sending me a copy of your catalogue?

NOT *Send me a copy of your catalogue.*

Even people in authority often avoid using the imperative to give orders. Instead they can use **I want/I'd like you to ...**, **You must...**, or a polite request form. Manager: / *want you all to be at the meeting.*
Policeman: *You must wait until you see the green light.* Doctor: *Could you lie down on the bed,*
please?

C Asking for things

We use **Can I/we have...?** and **Could I/we have ...?** when we ask someone to give us something.

Can we have our room key, please? Could I have a receipt, please? We can also say
Could you give me a receipt, please? but we do not use the imperative.

NOT *Give me a receipt.*

When we ask for something in a shop or a cafe, we can simply name what we want, but we must say **please**
A large white loaf, please. Two coffees, please.

We can also use **I'd like ...** or **I'll have ...**

I'd like a chicken sandwich, please. I'll have a coffee.

50 Exercises

1 Asking people to do things (A-C)

Complete these sentences and write them in: *Can I... a fork, please? Could ... have a towel, ...?
Could you ... the ... for me? Would you ... answering the phone?*



► Could you open the door for me?

1

2

3

2 Asking people to do things (A-C)

Mr Atkins is the boss at Zedco. He tells everyone what to do. Complete his sentences. Use these words: *can, could, have, like, mind, must, want, wonder, would*

► Would you mind making some tea, Alan?

1 You inform me of any developments.

2 Could I the latest sales figures, please?

3 Would you to arrange a meeting some time next week, Fiona?

4 I everyone to read the report.

5 I see the file, please, Mark?

6 you mind putting this in writing?

7 I if you could translate this letter, Linda.

8 you meet our customer at the airport?

3 Asking people to do things (A-C)

Read about each situation and then make a request. Use the word in brackets.

► It is cold in the restaurant. Ask the waiter to shut the window, (could)
Could you shut the window, please?

1 You are buying a coat. Ask the assistant for a receipt, (can)

2 You want to know the time. Ask someone in the street, (could)

Excuse me

3 You need someone to help you. Ask a friend, (can)

4 You have bought some food, but you haven't got a bag. Ask the assistant, (could)

5 You are carrying a tray. Ask someone to clear a space on the table, (mind)

6 You are on the phone. You want to speak to the manager, (could)

51 Suggestions, offers and invitations

A Suggestions

We can use **Shall we ...?** or **Let's** to make a suggestion. *It's a lovely day. Shall we go for a walk? ~ Yes, OK. Let's play some music. ~ Good idea.*

We can also use **could** for a suggestion.

*We could watch this comedy on TV tonight. ~ Well, actually I've seen it before.
You could invite a few friends around. ~ Yes, why not?*

We can also use **Why don't...?**

Why don't we have a look round the market?

To ask for a suggestion we use **shall**, **should** or **can**.

*Where shall/should we go for our holiday? ~ What about Spain?
What can I get Claire for her birthday? ~ I've no idea.*

B Offers

We can use **will** or **can** to offer to do something. *I'll carry your bag. ~ Oh, thanks. We can give you a lift. ~ Oh, that would be great. Thank you.*

We can also use question forms with **shall** or **can**.

*Shall we pay you the money now? ~ Oh, there's no hurry.
Can I get a taxi for you? ~ Yes, please.*

To offer food or drink, we use **would like**.

*Would you like one of these chocolates? ~ Yes, please. Thank you.
Would anyone like more coffee? ~ No, thanks.*

We can also use **Will/Won't you have ... ?**

*Will you have a biscuit? ~ Thank you.
Won't you have something to drink? ~ Not for me, thank you.*

In informal speech we can use the imperative.

Have a biscuit. ~ Thank you.

C Invitations

The words we use in invitations are similar to those we use in offers of food and drink (see B).

To invite someone, we often use **Would you like to ...?**

Would you like to have lunch with us? ~ Yes, I'd love to. Thank you.

Would like can have a verb with **to** after it, or an object with a noun. *Would you like to stay the night. ~ Oh, that's very kind of you. Would you like a bed for the night? ~ Are you sure it's not too much trouble?*

We can also use **Will/Won't you ... ?**

Will you join us for coffee? ~ Yes. Thanks. Won't you sit down?

In informal speech we can use the imperative. *Come and have coffee with us. Please sit down.*

51 Exercises

i Suggestions, offers and invitations (A-C)

Put the words in the right order and write in the sentences:

*post I for you I I'll / that letter
for a minute I shall / stop /we*

*have / one of these / wont I you
a game / like / would /you*



► *Wont you have one of these?*

1
2
3

2 Suggestions and offers (A-B)

Complete the conversation. Put in *could, shall, will* or *would*.

Daniel: Where (►) *shall* we have our picnic, then?

Rachel: This looks all right. (1) we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5) you have one, Rachel?

Matthew: And here are the sausages. (6) anyone like one?

3 Suggestions, offers and invitations (A-C)

What would you say? There is more than one correct answer.

► A friend has called at your flat. Invite him to come in.

Would you like to come in?

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

52 Will, would, shall and should

A Will and would for predictions

We can use **will** for a prediction (see Unit 25C).

It's midnight, and Sarah is still working. She'll be tired tomorrow.

We're going to Cornwall for the weekend. ~ That'll be nice. Wait a minute while I send this e-mail. It won't take long.

We use **would** for a past prediction or a prediction about a possible situation.

Past: *At midnight Sarah was still working. She would be tired the next day.*

Possible: *How about going to Cornwall next weekend? ~ That would be nice. I wouldn't enjoy a camping holiday.*

We can use **shall** instead of **will**, and **should** instead of **would**, but only in the first person, after **I** and **we**,

I will/shall be twenty-five in June.

We would/should like to meet your family. But NOT ~~My friend should like...~~

Shall and **should** are a little formal here.

B Would like

We can use **would like**, usually shortened to '**d like**', when we ask for something.

I'd like a brochure, please. We'd like to order our drinks first.

This is a more polite way of saying / want a brochure, for example.

We also use **would like** in offers and invitations.

Would you like a free gift? Would you like to visit the museum with us?

C Decisions and refusals

We can use **will** for an instant decision or for an offer.

Decision: *Tea or coffee? ~ I'll have coffee, please, (see Unit 23B)*

Offer: *I'll wait for you if you like. ~ Oh, thanks. I won't be long.*

We use **won't** and **wouldn't** for a refusal.

The strikers won't go back to work until they get a pay increase.

The key went in the lock, but it wouldn't turn. I

won't... is a strong refusal.

/ won't listen to any more of this nonsense.

D Shall and should

We use **Shall I ...?** in offers and **Shall we ...?** in suggestions.

Offer: *Shall I wait for you? ~ Oh, thanks. I won't be long.*

Suggestion: *Shall we go to the park? ~ Good idea.*

We also use **shall** to ask for a suggestion. *What*

shall we have for lunch?

We use either **shall** or **should** to ask for advice.

*I'm in terrible trouble. What shall/should I do? We use **should** to say what is the best thing or the right thing to do.*

People should exercise regularly.

You shouldn't spend all your money as soon as you've earned it.

52 Exercises

1 Will and would (A-B)

Complete the conversation. Put in *will*, *won't*, *would* or *wouldn't*.

Emma: We (►) *won't be* here next September. It's hard to believe, isn't it?
In a few months our student days (1)be over.

Matthew: It (2)be long now. I wish I had a job.
Then I(3)know where I was going.

Emma: Who knows what the future (4) bring?

Matthew: Why don't we get married, Emma? Then at least we (5)be together.

Emma: I don't think so, Matthew. It (6)be a good idea.

Matthew: I couldn't live without you, Emma.

Emma: I really (7) like to believe you, Matthew.

2 Some other uses of will and would (B-C)

Complete the conversations. Put in *will*, *won't*, *would* or *wouldn't* with these verbs:
eat, give, go, help, let, like, open, stand

► Vicky: Have you noticed how thin Jessica has got?
Rachel: She's on a diet. She *won't eat* anything except carrots.

1 Harriet: Mike and Iyou get everything ready.
Mike: Yes, we're quite willing to lend a hand.

2 Laura: You're late. I thought you were going to leave work early today.
Trevor: Sorry. The boss me go.

3 Mark: Sarah and Iyou a lift, Mike.
Sarah: Yes, we're going your way.

4 Harriet: I heard Rita has quarrelled with her boyfriend.
Melanie: That's right. If he's invited to the party, she

5 Vicky: I've had enough of table tennis for one day.
Rachel: OK. Maybe Daniel a game with me.

6 Trevor: What's wrong with the washing-machine?
Laura: When I tried to use it earlier, the door

7 Mike: This lamp is always falling over.
Harriet: It up properly.

3 Will, would, shall and should (A-D)

What would you say? Use *will*, *would*, *shall* or *should*.

► Offer to make the tea.

Shall I make the tea ?

1 Suggest going to the swimming-pool.

2 Refuse to take any risks.

3 Say politely that you want a shower.

4 Tell someone it's best they don't decide in a hurry.

5 Predict the end of the world in the year 3000.

53 It may/could/must have been, etc

A Introduction

Vicky, Emma and Matthew are at a club in town.

Vicky: *Where's Daniel? He should have been here half an hour ago.*

Emma: *He may have got lost. It isn't easy to find this place.*

Matthew: *He could have forgotten all about it, I suppose.*

Emma: *He can't have forgotten. We were talking about it this morning.*

Matthew: *Well, something must have delayed him.*

We can use a modal verb with the perfect (**have** + a past participle).

We use this structure to talk about possible past events.

B May have, might have and could have

We use these forms to say that possibly something happened in the past. *He may have got lost.* (= Perhaps he has got lost.) *You might have left your keys at work.* (= Perhaps you left them at work.) *Someone could have stolen them.* (= It is possible that someone stole them.)

We also use **could have** for an opportunity that we didn't take or a possible result that didn't happen.

We could have gone out somewhere, but we were too tired. You were very lucky. There could have been a terrible accident.

May not have, might not have and couldn't have

Compare these different uses.

MAY/MIGHT NOT HAVE

Possibly something did not happen.

Daniel may not have caught the bus. I expect he missed it.

(Perhaps he didn't catch it.)

might not have locked the door.

(Perhaps I didn't lock it.)

COULDN'T HAVE

It is impossible that something happened. *Daniel couldn't have caught the bus. It doesn't run on Sundays.*

(It is impossible for him to have caught the bus.)

Must have and can't have

Must and **can't** are opposites.

MUST HAVE

My watch says it's only ten past two. It must have stopped.

I realize it is certainly true that my watch has stopped.

CAN'T HAVE

You've only spent five minutes on that job. You can't have done it properly. I realize it is impossible that you did the job properly.

Should have and ought to have

We use these forms when someone didn't do the right thing. *We didn't play very well. We should have played better. I got lost. ~ Sorry. I ought to have drawn you a map. It was a lovely old building. They shouldn't have knocked it down.*

53 Exercises

It may/could/must have been, etc (B-D)

Look at each conversation and choose the best sentence, a) or b).

► Has the car broken down? ~ Well, we may have run out of petrol.
a) I'm sure there's no petrol left, b) I think there's no petrol left.

1 You could have had a free holiday. ~ Yes, we could, but the dates weren't convenient.
a) We had a free holiday, b) We didn't have a free holiday.

2 Did you record the programme? ~ I can't remember. I might not have done.
a) I'm not sure if I recorded it. b) I certainly didn't record it.

3 Can't you find that newspaper? ~ No, someone must have thrown it away.
a) It was necessary to throw it away, b) I realize now that it was thrown away.

Should and ought to (E and Unit 49B)

Complete the replies. Use *should/ought to* or *should have/ought to have*.

► Rita: Tom's car was stolen. He hadn't locked it.
David: I suppose it's his fault then. *He should have locked it.*

► Tom: I can't sleep sometimes. My neighbours play music all night.
Melanie: That's a nuisance. *They shouldn't play music all night.*

1 Mark: The picnickers left litter everywhere.
Sarah: That's awful.....

2 Emma: Jessica isn't very friendly, is she? She never says hello to people.
Matthew: I know.

3 Rachel: I don't think Daniel's going to get that job. He was late for the interview.
Natasha: That can't have looked very good.

4 Daniel: Did you see Vicky crossing the road? She didn't look.
Emma: She could have been killed.....

3 It may/could/must have been, etc (B-E)

Complete the conversation. Use *can't have, might have, must have* and *shouldn't have*.

Harriet: There's a parcel outside. The postman (>) *must have left* (leave) it.
Mike: Well, (1) (he/ leave) it outside. He isn't supposed to do that.
Someone (2)..... (take) it. Why didn't he ring the bell?
Harriet: He always rings. (3) (you / be) out when he came.
Mike: I haven't been out. So (4) (he / ring) the bell.

4 It may/could/must have been, etc (B-E)

Complete the sentences. The second person agrees with the first. Use *might have, couldn't have*, etc.

► Matthew: I'm sure the computer didn't make a mistake. That's impossible.
Emma: No, of course *the computer couldn't have made a mistake.*

1 Mark: I can't see the letter here now. So clearly someone posted it.
Alan: Yes,

2 Natasha: It's possible Emma didn't hear the alarm.
Rachel: Well, I suppose

3 Sarah: Henry drove at 100 miles an hour. Don't you think that's dangerous?
Mark: Yes, I do.....

4 Daniel: I just don't believe that Andrew has failed the exam.
Vicky: Andrew? Impossible!

Modal verbs (Units 44-53)

Test 10A

Decide which word is correct.

► Could I have some more tea, please?
a) Could b) Shall c) Will d) Would

1 Everyone's asleep. We make a noise.
a) couldn't b) mustn't c) needn't d) wouldn't

2 you like to go for a ride with us?
a) Do b) Should c) Will d) Would

3 I wonder if this is the right way. Itnotbe.
a) can b) could c) might d) must

4 I don't think I want to see this film. ~ Oh, I think you enjoy it.
a) can b) shall c) will d) would

5 I'm quite happy to walk. You drive me home.
a) don't b) haven't c) mustn't d) needn't

6 I show you the way? ~ Oh, thank you.
a) Do b) Shall c) Will d) Would

7 It's late. I think we better go.
a) had b) have c) should d) would

8 We all tried to push the van, but it move.
a) can't b) couldn't c) won't d) wouldn't

Test 10 B

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

? I won't be able to come to the meeting. /

? We didn't-needn't have watered the garden because it's raining, *didn't*

1 Would you like to be in the team?

2 Did people have to bring their own sleeping-bags?

3 I could to ski when I was quite young.

4 Would you mind for checking these figures?

5 We may be go swimming tomorrow.

6 I knew that I would be sorry later.

7 If you had fallen, you could have been hurt yourself.

8 We're not supposed to use this entrance.

9 You don't have to do all the work yourself.

10 Anna wasn't be allowed to take photos.

Test 10C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Perhaps Susan knows the address, (may)
Susan may know the address.

1 We should be careful, (ought)

2 I managed to finish all my work, (able)

- 3 I realize that it was a terrible experience for you. (must)
- 4 It's against the rules for players to have a drink, (allowed)
- 5 The best thing for you to do is sit down, (better)
- 6 The report must be on my desk tomorrow morning, (has)
- 7 It is possible that Joanne did not receive my message, (might)
- 8 It's impossible for Martin to be jogging in this weather, (can't)
- 9 Tessa wants a cup of coffee, (like)
- 10 It was not necessary for Nancy to clean the flat, (didn't)

Test 10D

Say what the speaker is doing. After each sentence write one of the phrases from the box.

<i>asking for advice</i>	<i>giving an order</i>	<i>making a suggestion</i>	<i>refusing permission</i>
<i>asking permission</i>	<i>inviting</i>	<i><u>offering food</u></i>	
<i>expressing a wish</i>	<i>making a request</i>	<i>offering to help</i>	

► Will you have a piece of cake? *offering food*

- 1 May I sit down?
- 2 You must report to me every day.
- 3 What jobs should I apply for?
- 4 Would you like to spend the day with us?
- 5 Shall I do the washing-up?
- 6 Shall we sit outside?
- 7 I'm sorry. You can't park here.
- 8 Could you fill in this form, please?
- 9 We really must have a nice big party.

Test 10 E

Here is some information for visitors to New York City.

Write the missing words. Use one word only in each space.

Before you travel to the US, you (►) *must* find out what documents you need. British people do not (1)..... to get a visa, but there are different rules for different nationalities. For example, you (2)..... need to show that you have enough money with you. But there's one rule you can be sure about: everyone (3)..... to show their passport. The roads in New York are very busy, but don't worry - you (4)..... get around cheaply and easily by subway. Remember that you are not (5)..... to smoke on public transport or in shops. And don't forget either that you are (6) to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7) walk along empty streets at night. And it is safer if you are (8) to travel around in a group.

54 Passive verb forms

A Introduction

A passive verb is a form of **be** + a passive participle, e.g. **is baked, was worn.**

Some participles are irregular (see page 383).



B Summary of verb tenses

ACTIVE

Present simple:	We <i>bake</i> the bread here.
Present continuous:	are <i>baking</i> the bread.
Present perfect:	have <i>baked</i> the bread.
Past simple: Past continuous:	Past: <i>baked</i> the bread yesterday. We continuous: Past: <i>were baking</i> the bread. We
perfect:	<i>had baked</i> the bread.

PASSIVE

The bread <i>is baked</i> here. The
bread <i>is being baked</i>. The
bread <i>has been baked</i>. The
bread <i>was baked</i> yesterday. The
bread <i>was being baked</i>. The
bread <i>had been baked</i>.

We form negatives and questions in the same way as in active sentences. *The bread isn't baked* in a factory. *The jacket hasn't been worn* for years. Where is the bread baked? Has the jacket ever *been worn* by anyone else?

The future and modal verbs in the passive

We use **be** + a passive participle after **will, be going to, can, must, have to, should, etc.**

The gates will be closed this evening. This rubbish *should be thrown* away. The machine *has to be repaired*. The news *might be announced* soon. Seats *may not be reserved*. How can the problem *be solved*?

ACTIVE

Future:	We <i>will bake</i> the bread next.
	We <i>are going to bake</i> the bread.
Modal verb:	We <i>should bake</i> the bread soon.

PASSIVE

The bread <i>will be baked</i> next.
The bread <i>is going to be baked</i>.
The bread <i>should be baked</i> soon.
The bread <i>ought to be baked</i>.

The passive with get

We sometimes use **get** in the passive instead of **be**.

Lots of postmen get bitten by dogs. I'm always *getting chosen* for the worst jobs.

Last week Laura *got moved* to another department. **Get** is informal. We often use it for something happening by accident or unexpectedly.

In negatives and questions in the present simple and past simple, we use a form of **do**.

The windows don't get cleaned very often. How did the painting *get damaged*?

We also use **get** in these expressions: **get dressed/changed, get washed** (= wash oneself), **get engaged/married/divorced, get started** (= start), **get lost** (= lose one's way). *Emma and Matthew might get married.* Without a map we soon *got lost*.

54 Exercises

i The present continuous passive (B)

Look at the pictures and say what is happening. Use these subjects: *the car, dinner, a flag, some houses, the seals*. Use these verbs: *build, feed, raise, repair, serve*.



► *The car is being repaired.*

2 Passive verb tenses (B)

Complete the information about Barford Hall. Put in the correct form of these verbs.

► *build* (past simple) 2 *use* (past continuous) 4 *not look* (past perfect) 6 *use* (present simple)
1 *own* (present simple) 3 *buy* (past simple) 5 *do* (present perfect)

The building at the end of the High Street is Barford Hall, which (►) *was built* in 1827. Today the Hall
(1) by Bardale Council. It (2) as a warehouse when it
(3) by the Council in 1952, and it (4) after very well.
Since then a lot of work (5) on it, and these days the Hall
(6) as an arts centre.

3 The future and modal verbs in the passive (C)

A press conference is being held. Put in the correct form of the verbs.

► Reporter: Can this new drug prolong human life?
Professor: Yes, we believe that human life *can be prolonged* by the drug.
1 Reporter: Are you going to do any more tests on the drug?
Professor: Yes, further tests soon.
2 Reporter: What the drug ?
Professor: It will be called Bio-Meg.
3 Reporter: Can people buy the drug now?
Professor: No, it by the public yet.
4 Reporter: Do you think the company should sell this drug?
Professor: Yes, I think Bio-Meg to anyone who wants it.

4 The passive with get (D)

Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*

► If we're going out to the theatre, I'd better *get changed*.
1 Daniel when he tried to break up a fight.
2 I know the way. We won't
3 You'd better wrap up the glasses, so they don't
4 They were only married a year before they

55 Active and passive (1)

A What is the sentence about?

Compare these two entries in an encyclopedia.

Alexander Graham Bell

A British inventor who went to live in Canada and then the USA. Bell invented the telephone.

Telephone

An apparatus with which people can talk to each other over long distances. The telephone was invented by Alexander Graham Bell.

Look at these two sentences.

ACTIVE

Bell invented the telephone.

The two sentences have the same meaning, but they are about different things. One sentence is about Bell, and the other is about the telephone. Each sentence begins with the subject. The subject is the starting-point of the sentence, the thing we are talking about. The new information about the subject comes at the end of the sentence.

We say *Bell invented the telephone* because we are talking about **Bell**, and the new information is that he invented **the telephone**.

When the subject is the person or thing doing the action (the agent), then we use an active verb.

ACTIVE

[Bell] invented the telephone.

Subject and agent

The subject (**Bell**) is the agent.

PASSIVE

The telephone was invented by Bell.

We say *The telephone was invented by Bell* because we are talking about **the telephone**, and the new information is that it was invented by **Bell**.

When the subject is not the agent (is not doing the action), then we use a passive verb.

PASSIVE

[The telephone] was invented by [Bell].

Subject

Agent

The subject (**the telephone**) is not the agent, it is the thing that the action is directed at.

B The passive and **by the police**, in 1876, etc

In a passive sentence, when we want to say who or what did the action, we use **by**.

On our way home we were stopped by the police. *The new hospital will be opened by the Queen.*

The paper was all blown away by the wind.

We can give other details about the action. For example, we can use a phrase saying when or where something happens.

The telephone was invented in 1876. *The visitors will be driven to the airport.*

The concerts are usually held at the university.

Sometimes there is no phrase after the verb.

A new swimming-pool is being built. *All the documents have been destroyed.*

For more details see Unit 56.

55 Exercises

1 Active or passive verb? (A)

Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (► has caused/has been caused by a storm which (1) swept/was swept across the north of England last night. The River Ribble (2) burst/was burst its banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

2 By the police, etc (B)

In each of these sentences underline who or what is doing the action (the agent).

► The traffic was all heading out of town.
1 The photo was taken by my brother.
2 The water was pouring out of the hole.
3 A policeman has been murdered by terrorists.
4 We were woken by the alarm.
5 The guide led a group of tourists around the castle.
6 The dog has bitten several people.

3 Active and passive (A-B)

You are telling a friend some news. Use the notes and complete the second sentence.

Sometimes you need to use the active and sometimes the passive.

? (Past simple: Claire / go / to Florida / last month)
You remember Claire? She *went to Florida last month*.
? (Present perfect: send / our luggage / to Australia)
Bad news about our luggage. It's *been sent to Australia*.
1 (Past simple: Claude Jennings / win / the quiz competition)
Did you hear about the quiz competition? It
2 (Past simple: Mrs Miles / do / a parachute jump / last week)
You know Mrs Miles? She
3 (Present perfect: a bull / attack / David)
Have you heard about David? He's
4 (Present continuous: build / the house)
Trevor and Laura have bought a house. It's still
5 (Present simple: Andrew / like / Jessica)
Did I tell you about Andrew? He
6 (Present perfect: throw away / your stamp collection)
Bad news about your stamp collection. It's
7 (Present perfect: Martians / kidnap / my neighbours)
Did I mention my neighbours? They've.....
8 (Past simple: five people / see / the ghost)
Did you hear about the ghost? It

56 Active and passive (2)

A The passive and the agent

In a passive sentence, we sometimes mention the agent (the person or thing doing the action). We use **by** with the agent.

The cheque must be signed by the manager.

The medals were presented by Nelson Mandela.

But we mention the agent only if it is important for the meaning of the sentence. Sometimes we do not mention it.

1 We do not mention the agent if it does not add any new information.

All our money and passports were stolen. A man was arrested last night. We do not need to say that the money was stolen 'by a thief' or that the man was arrested 'by the police'.

2 We do not mention the agent if it is not important.

The streets are cleaned every day. Oil has been discovered at the North Pole. Who discovered the oil is less important than the fact that it is there.

3 It is sometimes difficult to say who the agent is.

This kind of jacket is considered very fashionable these days.

A number of attempts have been made to find the Loch Ness monster.

B Empty subjects (**they**, **people**, etc)

Compare these two sentences.

ACTIVE

They clean the streets every day.

PASSIVE

The streets are cleaned every day.

The new and important information is how often the streets are cleaned. We are not interested in saying who cleans them. In the active sentence we can use the 'empty subject' **they**. We sometimes use a sentence with an empty subject instead of the passive, especially in conversation.

We can also use the empty subjects **people**, **you**, **one** and **someone**.

ACTIVE

People use this footpath all the time.

You/One should check the details.

Someone took my purse.

PASSIVE

This footpath is used all the time.

The details should be checked.

My purse was taken.

When do we use the passive?

We use the passive in both speech and writing, but it is more common in writing.

We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.

Bananas are exported to Europe. The liquid is heated to boiling point.

Payment can be made at any post office. Cars left here will be towed away. In these situations, it is often not important to say who is doing the action, or it is difficult to say.

The passive is also often used in news reports.

A number of political prisoners have been released.

Talks will be held in London next week.

56 Exercises

i The passive and the agent (A)

Laura is writing to a friend. This is part of her letter.

Someone broke into our house at the weekend. The burglar took some jewellery. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewellery.

Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Laura: Our house (►) was broken into at the weekend

Melanie: Oh no!

Laura: Some jewellery (1).....

But luckily no damage (2)

Melanie: Did the police come and see you?

Laura: Yes, they did. I (3)

Melanie: I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (4),
and the (5)

A man (6) and (7)

Melanie: Wonderful.

Laura: There's only one problem. The (8)

2 Active or passive sentence? (A)

Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive.

Use a phrase with *by* only if it adds information.

► a Belgian called Etienne Lenoir / make / the first
motor car

1. but / Lenoir / not produce / many cars / for sale
2. a German called Karl Benz / start / commercial production
3. people / now / see / Benz / as the father / of the motor car

The first *motor car* was made by a Belgian
called Etienne Lenoir.

But Lenoir
Commercial

Benz

Empty subjects (B)

Reply to what people say. Use the subject in brackets.

► Daniel: The bus fares have been increased, (they)

Vicky: What? You mean *they've increased the bus fares* again!

1. Melanie: Bicycles should be used for short journeys, (people)
David: Yes, I agree.....
2. Emma: A new source of energy has been discovered, (someone)
Daniel: What? Did you say that
3. Rachel: This building is going to be knocked down, (they)
Vicky: Well, no one told me that
4. David: Eggs shouldn't be kept in a freezer, (you)
Tom: Really? I didn't know
5. Vicky: Why isn't litter put in the bin? (people)
Emma: Exactly. Why don't.....

57 Special passive structures

A I was given ...

Look at these sentences.

Henry gave some flowers to Claire. *Henry gave Claire some flowers.* An active sentence with a verb like **give** can have two different structures (see Unit 3).

If we use a passive sentence, either **some flowers** or **Claire** can be the subject.

Some flowers were given to Claire.

This is about the flowers, and it tells us who received them.

Claire was given some flowers.

This is about Claire, and it tells us what she received.

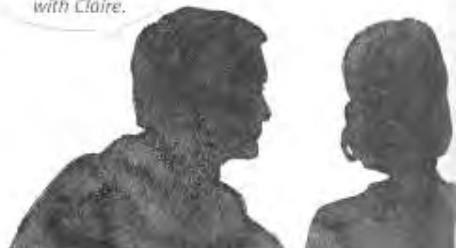
It is quite normal in English for a person to be the subject in a passive sentence like the one about Claire.

Mike was sent tickets for the concert. *My wife is paid more than I am.* *Andrew has been awarded a prize for his essay.*

We can use the following verbs in this structure: **allow, award, fed, give, grant, hand, leave (in a will), lend offer, owe, pay, promise, sell, send, show, teach**

B It is said that..

Henry is in love with Claire.



It is said that Henry is in love with Claire.

(= People say that Henry is **in** love with Claire.)

We can use the structure **it + passive verb + clause** with verbs of reporting. We use this structure when we cannot say or do not need to say who the speaker is, for example in news reports.

It is thought that the company is planning a new advertising campaign. *It was reported that the President had suffered a heart attack.* *It has been agreed that changes to the scheme are necessary.*

Here are some verbs we can use in this structure: **agree, allege, announce, assure, believe, consider, decide, expect, explain, hope, know, report, say, suggest, suppose, think, understand**

He is said to ...

We can also use subject + passive verb + to-infinitive.

Henry is said to be in love with Claire.

This structure is also used **in** news reports.

United were expected to win. (= People expected that they would win.)

The company is thought to be planning a new advertising campaign.

(= Someone thinks that it is planning a new advertising campaign.)

The President was reported to have suffered a heart attack.

(= Someone reported that he had suffered a heart attack.)

We can use the following verbs in this structure: **believe, expect, find, know, report, say, think, understand**

We often use **be supposed to** for things that people say.

/ might watch this programme. It's supposed to be very funny.

57 Exercises

1 I was given ... (A)

Zedco managers are writing a report saying how well the company looks after its employees.
Write sentences from the notes. Put the important underlined information at the end of the sentence.

- ? useful work skills / they are taught to our staff
Our staff are taught useful work skills.
- ? people with initiative / they are given opportunities
Opportunities are given to people with initiative.

- 1 special training / it is given to new employees
- 2 staff who perform well / they are given extra payments
- 3 company shares / they are offered to most employees
- 4 six weeks' holiday / this is allowed to all Zedco staff
- 5 women who leave to have children / they are paid a full salary

2 It is said that... (B)

Report these rumours. Instead of the active (e.g. *People say ...*) use the passive (e.g. *It is said that...*).

► People say this.

The quiz champion Claude Jennings has lost his memory.

It is said that the quiz champion Claude Jennings has lost his memory.

Everyone expects this.

The soap opera 'Round the Corner' will end next year.

It is

2 Journalists suppose so.

The footballer Wayne Johnson is earning £10 million a year.

3 Lots of people believe this.

The Prime Minister and his wife have separated.

3 He is said to... (C)

Now report the rumours in Exercise 2 like this.

► *The quiz champion Claude Jennings is said to have lost his memory.*

1 The soap opera 'Round the Corner'.....

58 Have something done

A Introduction

Compare these situations.



Claire decorated the room.
(She did the work herself.)



Claire had the room decorated.
(A decorator did the work.)

We can use **have** in a passive structure. *Claire had the room decorated* means that she arranged for a decorator to do it for her as a professional service.

B Form

Look at these examples

	HAVE	SOMETHING	DONE	
<i>You should</i>	<i>have</i>	<i>your car</i>	<i>serviced</i>	<i>regularly.</i>
<i>Mark usually</i>	<i>has</i>	<i>his suits</i>	<i>cleaned</i>	<i>at Superclean</i>
<i>We</i>	<i>had</i>	<i>the television</i>	<i>repaired</i>	<i>only last year,</i>
<i>You've</i>	<i>had</i>	<i>your hair</i>	<i>cut.</i>	
<i>Our neighbours are</i>	<i>having</i>	<i>a new garage</i>	<i>built.</i>	
<i>Is Melanie</i>	<i>having</i>	<i>a new cooker</i>	<i>installed?</i>	

Note that we can use the perfect or the continuous (**have had, are having**).

In negatives and questions in simple tenses, we use a form of **do**. *Mark doesn't have his suits cleaned at Fastclean. We didn't have new windows put in because it was too expensive. Do you have your car serviced regularly? Where did you have your hair cut?*

C Get something done

We can also use **get something done**.

We must have another key made. OR *We must get another key made.* The sentences have the same meaning, but **get** is more informal than **have**.

Here are some more examples with **get**.

Laura got her shoes repaired. *We're getting the carpet cleaned.*
Where did you get your hair cut? *Do you get your heating checked every year?*

D Have meaning 'experience'

We can use **have** in this structure with the meaning 'experience something', often something unpleasant.

We had all our money stolen. *The car had its mirror pulled off.*

58 Exercises

1 Have something done (A-B)

Look at the pictures and say what people are doing or what they did.

Use these phrases: *her photo, his windows, his car, her eyes, his hair*

Use these verbs: *clean, cut, repair, take, test*



► At the moment Trevor *is having his hair cut.*

- 1 Last week Mike.....
- 2 At the moment Melissa
- 3 Yesterday David.....
- 4 At the moment Rachel

2 Have something done (A-B)

Read about each situation and write sentences with *have something done*.

► Melanie is paying the man who has repaired her bicycle.

Melanie has had her bicycle repaired.

- 1 David went to the hospital. A nurse bandaged his arm.
- 2 Daniel is going to the dentist. She's going to fill his tooth.
- 3 Laura is walking around town while her photos are being developed.

3 Get something done (C)

Look again at Exercise 2. The jobs are all done now. Complete the questions using *get*.

► Mike: Where *did you get your bicycle repaired, Melanie?*

- 1 Harriet: Why
- 2 Emma: Where
- 3 Sarah: Where

4 Have meaning 'experience' (D)

Say what happened to these people.

► Claire (whose luggage was searched in customs)

Claire had her luggage searched in customs.

- 1 Tom (whose car was stolen from outside his house)
- 2 Rita (whose rent was increased by ten per cent)
- 3 David (whose electricity has been cut off)

59 To be done and being done

A Active and passive forms



Compare the active and passive.

ACTIVE

to-infinitive: / **ought to meet** Sarah at the airport. **I hope to be met** at the airport.

ing-form: / **insist on meeting** you at the airport. **I love being met** at the airport.

(I meet people.) (People meet me.)

PASSIVE

Here are some more examples.

I want to play volleyball. I hope to be chosen for the team.

The minister agreed to answer questions. He agreed to be interviewed on television.

Why did Tom keep making jokes about me? I don't enjoy being laughed at.

You say you remember telling me the news. But I certainly can't remember being told.

An ing-form sometimes comes after a preposition.

The postman complained about being attacked by Nick's dog.

Famous people get tired of being recognized everywhere they go.

B Active forms with a passive meaning

The active ing-form after **need** has a passive meaning.

The bicycle needs oiling. (= The bicycle needs to be oiled.)

The windows need cleaning. (= The windows need to be cleaned.) We cannot use the passive ing-form here.

NOT *The bicycle needs being oiled.*

We sometimes use an active to-infinitive when we talk about a job **to be done**.

I've got some letters to write today. We've got this bill to pay.

Here we use the active (**to write**) because the subject of the sentence (I) is the person who has to do the job. But if the subject is not a person, then we use the passive infinitive.

The letters are to be written today. The bill is to be paid without delay.

All this mess has to be cleared away. The goods have to be shipped.

We can use the structure **be + to-infinitive** to give an order.

The matter is to be given top priority. You're not to drive too fast.

After the subject **there**, we can use either an active or a passive to-infinitive.

There are some letters to write/to be written today. There's a bill to pay/to be paid.

59 Exercises

i Passive forms (A)

I am asking the government

to allow me into Britain. I am worried about them refusing me entry. I am afraid of your officials sending me away. I don't want you to misunderstand me. I hope someone in Britain will offer me a job. I don't mind them paying me low wages at first. I am willing for my employer to re-train me. I would like Britain to give me a chance.

Report what the man says. Use the passive to-infinitive or ing-form.

? *He's asking to be allowed into Britain.*

? *He's worried about being refused entry.*



2 Active and passive forms (A)

TV reporter Kitty Beamish is interviewing some workers who are protesting about not being paid enough. Complete the workers' statements. Put in an active or passive to-infinitive or ing-form. ► We want to be paid (pay) better wages.

- 1 We don't enjoy (use) as cheap labour.
- 2 We're tired of (work) for low wages.
- 3 We expect (treat) like human beings.
- 4 Wedon'twant (give) up all our rights.
- 5 We hope (invite) to a meeting with the management.
- 6 We insist on (take) seriously.

3 Active and passive forms (A-B)

Put in an active or passive to-infinitive or ing-form.

Jessica: Are you going to be busy today?

Andrew: Well, I've got a few things (►) to do (do).

I've got an essay (1).....(write). And this room ought (2).....(tidy) up a bit.

This carpet needs (3).....(hoover).

Jessica: I've got some jobs (4).....(do), too.

Most of my clothes need (5).....(iron).

And I've got my project (6).....(finish) off.

I'm worried about (7).....(miss) the deadline.

It has (8).....(hand) in tomorrow.

I don't want (9).....(be) late with it.

Andrew: I don't remember (10).....(tell) when the project was due in.

Jessica: Why? Haven't you done it yet?

Andrew: Oh, yes. I handed it in ages ago.

The passive (Units 54-59)

Test 11A

Rewrite these sentences beginning with the underlined words.

► Thieves robbed a woman.

A woman was robbed.

- 1 They may ban the film.
- 2 They offered Nancy a pay increase.
- 3 We need to correct the mistakes.
- 4 Someone reported that the situation was under control.
- 5 They are testing the new drug.
- 6 We haven't used the machine for ages.

Test 11B

Read the story and write the missing words. Use one word only in each space.

During periods of terrorist activity by the IRA, people in Britain are always (>)being warned to look out for bombs. Any bag or parcel without an owner (1)..... seen as a risk to the public. Some time ago j a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2)..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3)..... killed. So army bomb experts (4)..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5)..... was reported that the box had (6) left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8)..... be unenthusiastic about looking after people's unwanted pets. No one knows what I the rat thought about (9) blown up.

Test 11C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have to test these products, (be)

These products have to be tested.

- 1 Pavarotti sang the song, (by)
- 2 Nigel's passport was stolen, (had)
- 3 They pay doctors a lot of money, (are)
- 4 I hope they'll interview me for the job. (to)
- 5 Someone was cleaning the floor, (being)
- 6 A mechanic is repairing Judy's car. (having)

- 7 Tessa lost her way. (got)
- 8 Everyone agreed that the plan should go ahead, (it)
- 9 When did they decorate your kitchen? (get)
- 10 They say exercise is good for you. (be)

Test 11D

Which of the two sentences follows on best?

► There's going to be a big art exhibition.

- a) A lot of visitors will be attracted to it. b) It will attract a lot of visitors.
- 1 Our neighbours have got a cat and a dog.
a)A lot of mice are caught by the cat. b) The cat catches a lot of mice.
- 2 Last night Martin dreamt he saw his dead grandmother.
a) A white dress was being worn by the ghost, b) The ghost was wearing a white dress.
- 3 We've bought a new computer.
a) It can do the job much more quickly, b) The job can be done much more quickly.
- 4 My grandfather is very ill.
a) He's being looked after in the local hospital, b) The local hospital is looking after him.
- 5 We've completed the experiment.
a) The newspapers will publish the results, b) The results will be published in the newspapers.

Test 11E

Each of these sentences is incorrect. Write the correct sentence.

► ~~These nice glasses got break.~~
Those nice glasses got broken.

- 1 ~~The story was written Agatha Christie.~~
- 2 ~~Baseball do play at this stadium.~~
- 3 ~~This shirt needs iron.~~
- 4 ~~I got cut my hair yesterday.~~
- 5 ~~It believes that there is going to be a war.~~
- 6 ~~My parents divorce themselves last year.~~
- 7 ~~I've got a report to be written.~~
- 8 ~~To the winner was given a prize.~~
- 9 ~~This man on TV supposes to be the tallest person in the world.~~

3

Verbs

STRUCTURAL DESCRIPTION OF VERBS

Function The verb is the grammatical "center" of the sentence.

Position The verb appears after the subject and before any type of complement in the predicate. (See position of nouns.)

Form The verb has three regular inflectional endings—*s*, *-ed*, *-ing*. Auxiliaries are also used with verbs to form *verb phrases*. The one-part verbs and the verb phrases that may function as verbs in the predicate are:

Active Voice				Passive Voice			
				Progressive		Progressive	
Tense							
Present	offer*, offers*	am is are	offering	am is are	offered	am is are	being offered
Past	offered*	was were	offering	was were	offered	was were	being offered
Future	will shall	offer	will shall	be offering	will shall	be offered	
Present perfect	have has	offered	have has	been offering	have has	been offered	
Past perfect	had	offered	had	been offering	had	been offered	
Future perfect	will shall	have offered	will shall	have been offering	will shall	have been offered	

*These auxiliary-less verbs are called the *simple present* and the *simple past*.

The auxiliaries **can–could**, **may–might**, **must**, **would**, **should** also help to form the verb in the predicate. The forms of verb phrases used with these auxiliaries are:

<i>Present</i>	<i>Past</i>	<i>Perfect</i>
can may must } offer	could might should would } offer	could may–might should would } have offered
<i>Progressive</i>		<i>Passive</i>
can–could may–might should would }	be offering	can–could may–might should would } be offered

3-1 ADDING INFLECTIONAL ENDINGS

Add **-s** (third person singular) **-ed** (past tense), and **-ing** (present participle) to the following verbs.

-s	-ed	-ing
----	-----	------

Verbs with Final **-y** or **-ie**

study	studies	studied	studying
marry			
hurry			
qualify			
carry			
worry			

play	plays	played	playing
employ			
convey			
enjoy			
display			

die	dies	died	(irreg.) dying
tie			(irreg.)
lie (<i>recline</i>)			(irreg.)
lie (<i>tell an untruth</i>)			(irreg.)

Verbs with Final **-e**

advise	advises	advised	advising
change			
dine			

	-s	-ed	-ing
continue			(irreg.)
write			
argue			
shine			(irreg.)
lose			(irreg.)
agree	agrees	agreed	agreeing
guarantee			
free			
see			(irreg.)

Verbs with Final Single Consonants Preceded by Single Vowels

plán	pláns	plánned	plánnig
dróp			
whíp			
bég			
control	contrólss	contrólled	contrólling
permít			
occúr			
prefér			
regrét			
équip			
trável	trávells	tráveled (U.S.) trávelled (Brit.)	tráveling (U.S.) trávelling (Brit.)
wórship			
cáncel			
équal			
tótal			
bénéfit	bénéfits	bénéfited	bénéfiting
intérpret			
dévelop			

Verbs with Final Sibilants (Spelled -s, -z, -ch, -sh, -x)

push	pushes	pushed	pushing
guess			
quiz			
watch			
teach			
ambush			
fix			
buzz			
crush			

3-2

DERIVATION (1) ADDING THE SUFFIXES -EN, -IZE, -IFY

Change the following nouns to verbs by adding the suffixes **-en**, **-ize**, **-ify**. Make whatever changes are necessary.

apology _____

memory _____

fright _____

satire _____

character _____

strength _____

beauty _____

standard _____

author _____

terror _____

haste _____

threat _____

critic _____

sympathy _____

class _____

colony _____

emphasis _____

glory _____

liquid _____

summary _____

length _____

symbol _____

drama _____

height _____

3-3

DERIVATION (2) ADDING PREFIXES EN-, BE-, AC-, IM-

Change the following nouns to verbs by adding the prefixes **en-**, **be-**, **ac-**, **im-**.

custom _____

knowledge _____

friend _____

slave _____

joy _____

prison _____

head _____

title _____

circle _____

witch _____

climate _____

trust _____

force _____

courage _____

3-4

DERIVATION (3)

CHANGING NOUNS TO VERBS

In the blank spaces supply the verbs that are related to the italicized nouns. Use the correct verb forms.

1. The *production* of coal in our country is very great. How much coal does your country _____?
2. It is so easy to see through his *pretenses*. Why must he always _____ to be more important than he is?
3. The *applause* was deafening. There was no one in the room who was not _____ loudly.
4. If he won't take my *advice*, why did he ask me to _____ him?
5. His ultimate *success* depends on how well he _____ in every step along the way.
6. The *explosion* was heard for miles around. No one knew what had caused the airplane to _____.
7. It's time for the baby's *bath*. Would you like to _____ him?
8. The *loss* of life was very great in the last war. In the next war we may _____ many more men than we _____ in the previous war.
9. I'm all out of *breath*. It's difficult to _____ in this high altitude.
10. His *choice* of words was unfortunate. Sometimes it's important to _____ the right words. In his place, I would have _____ words that were not so emotional.
11. Nostradamus made many *prophecies*. He _____ that the world would be destroyed in the year 2000.
12. The kind of *proof* you have offered does not _____ conclusively that you are right.
13. He may _____ other people, but I can see right through his *deception*.
14. He irritates everyone by his *insults*. Can't he be with people without _____ them?¹

¹Some nouns and verbs have the same form—an answer, to answer; a surprise, to surprise; an escape, to escape. Other nouns differ from verbs only by the shift in stress—a *pérmit*, to permit; some *prógress*, to *prógressé*; a *récord*, to *recórd*.

MODAL AUXILIARY CONSTRUCTION	LEXICAL VERB CONSTRUCTION
positive	He <i>needs</i> to go now
negative	He <i>needn't</i> go now
interrogative	Need he go now?
negative-interrogative	Needn't he go now?
	Doesn't he need to go now?

Note

[a] Non-assertive forms are not confined to overtly negative and/or interrogative sentences but can also be present in adverbials, eg: *He need do it only under these circumstances*, *He need do it but once*; in determiners, eg: *He need have no fear*, *No soldier dare disobey*; in pronouns, eg: *No one dare predict ...*; or even implicitly, eg: *All you need do is ...* ('You need do no more than ...').

[b] Blends of the two constructions are widely acceptable in the case of *dare*: *We do not dare speak*.

Finite and non-finite verb phrases**3.23**

The verb forms operate in finite and non-finite verb phrases, which are distinguished as follows:

(1) Finite verb phrases have tense distinction (see 3.26 ff):

He $\left\{ \begin{matrix} \text{studies} \\ \text{studied} \end{matrix} \right\}$ English

(2) Finite verb phrases occur as the verb element of a clause. There is person and number concord between the subject and the finite verb (cf 7.18 and 7.26). Concord is particularly overt with *be* (cf 3.20):

I + am You/we/they + are He/she/it + is

With most lexical verbs, concord is restricted to a contrast between 3rd and non-3rd person singular present:

He *reads* }
They *read* } the paper every morning

With the modal auxiliaries there is, however, no concord:

I/you/he/we/they *can* play the cello

(3) Finite verb phrases have mood (3.45). In contrast to the 'unmarked' INDICATIVE mood, we distinguish the 'marked' moods IMPERATIVE (see 7.58 ff), and SUBJUNCTIVE (see 3.46).

(4) The non-finite forms of the verb are the infinitive (*(to call*), the -ing participle (*calling*), and the -ed participle (*called*). Non-finite verb phrases consist of one or more such items. Compare:

FINITE VERB PHRASES	NON-FINITE VERB PHRASES
He <i>smokes</i> heavily	<i>To smoke</i> like that must be dangerous
He <i>is working</i>	I found him <i>working</i>
He <i>had been offended</i> before	<i>Having been offended</i> before, he was sensitive

3.24

The modal, perfective, progressive and passive auxiliaries follow a strict order in the complex verb phrase:

[I] MODAL, always followed by an infinitive, as in

He would visit

[II] PERFECTIVE, always followed by an -ed form, as in

He had visited
He would have visited

[III] PROGRESSIVE, always followed by an -ing form, as in

He was visiting
He would have been visiting

[IV] PASSIVE, always followed by an -ed form, as in

He was visited
He would have been being visited

The last example is added for completeness but the full range of auxiliaries is rarely found simultaneously in this way (though less rarely with the *get* passive: 7.5). Rather, it should be noted that, while the above order is strictly followed, gaps are perfectly normal. For example:

I + III: He may be visiting

II + IV: He has been visited

3.25

Contrasts expressed in the verb phrase

In addition to the contrasts of tense, aspect, and mood (which are dealt with in the present chapter, 3.26–55), it may be convenient to list here the other major constructions which affect the verb phrase or in which verb-phrase contrasts play an important part.

(a) *Voice*, involving the active-passive relation, as in

A doctor *will examine* the applicants
~ The applicants *will be examined* by a doctor

will be discussed in 7.5 and 12.14–32.

(b) *Questions* requiring subject movement involve the use of an auxiliary as operator:

John will sing ~ *Will John sing?*
John sang ~ *Did John sing?*

This topic is dealt with in 7.44–57.

(c) *Negation* makes analogous use of operators, as in

John will sing ~ *John won't sing*
John sang ~ *John didn't sing*

and will be handled in 7.33–42.

(d) *Emphasis*, which is frequently carried by the operator as in

John WILL sing!
John DID sing!

is treated in 14.35.

(e) *Imperatives*, as in *Go home, John*; *You go home, John*; *Don't (you) go yet*; *Let's go home*, are discussed in 7.58–62.

Tense, aspect, and mood

3.26

Time is a universal, non-linguistic concept with three divisions: past, present, and future; by *tense* we understand the correspondence between the form of the verb and our concept of time. *Aspect* concerns the manner in which the verbal action is experienced or regarded (for example as completed or in progress), while *mood* relates the verbal action to such conditions as certainty, obligation, necessity, possibility. In fact, however, to a great extent these three categories impinge on each other: in particular, the expression of time present and past cannot be considered separately from aspect, and the expression of the future is closely bound up with mood.

Tense and aspect

3.27

We here consider the *present* and *past* tenses in relation to the *progressive* and *perfective* aspects. The range can be seen in the sentence frame

'I ----- with a special pen', filling the blank with a phrase having the verb base *write*:

	SIMPLE	COMPLEX	
		<i>progressive</i>	
<i>present</i>	<i>write</i>	am writing	<i>present</i>
		was writing	<i>past</i>
		<i>perfective</i>	
<i>past</i>	<i>wrote</i>	have written	(present) <i>perfect</i>
		had written	past (or plu-) <i>perfect</i>
		<i>perfect progressive</i>	
		have been writing	(present) <i>perfect</i>
		had been writing	past (or plu-) <i>perfect</i>

3.28

Present

We need to distinguish three basic types of present:

(a) *Timeless*, expressed with the simple present form:

I (always) *write* with a special pen (when I sign my name)

As well as expressing habitual action as here, the timeless present is used for universal statements such as

The sun *sets* in the west

Spiders *have* eight legs

(b) *Limited*, expressed with the present progressive:

I *am writing* (on this occasion) with a special pen (since I have mislaid my ordinary one)

Normally he *lives* in London but at present he *is living* in Boston

In indicating that the action is viewed as in process and of limited duration, the progressive can express incompleteness even with a verb like *stop* whose action cannot in reality have duration; thus *the bus is stopping* means that it is slowing down but has not yet stopped. The progressive (usually with an adverb of high frequency) can also be used of habitual action, conveying an emotional colouring such as irritation:

He's always *writing* with a special pen – just because he likes to be different

(c) *Instantaneous*, expressed with either the simple (especially in a series) or the progressive form:

Watch carefully now: first, I *write* with my ordinary pen; now, I *write* with a special pen
As you see, I *am dropping* the stone into the water

The simple present is, however, usual in radio commentary on sport ('Moore passes to Charlton'), and in certain performative declarations ('I name this ship *Snaefell*') it is obligatory.

Note

The verbs *keep (on)*, *go on* have a similar function to the normal progressive auxiliary *be*:

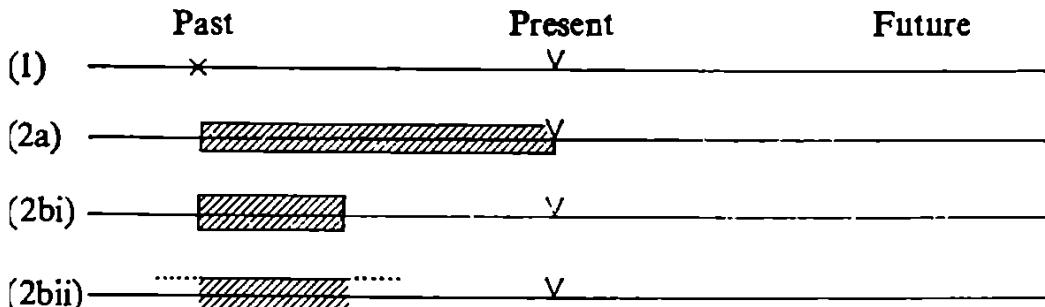
John {^{keeps}
_{goes on}} asking silly questions

Past

3.29

An action in the past may be seen

- (1) as having taken place at a particular point of time; or
- (2) over a period; if the latter, the period may be viewed as
 - (a) extending up to the present, or
 - (b) relating only to the past; if the latter, it may be viewed as
 - (i) having been completed, or as
 - (ii) not having been completed



Typical examples will be seen to involve the perfective and progressive aspects as well as the simple past:

- (1) I *wrote* my letter of 16 June 1972 with a special pen
- (2a) I *have written* with a special pen since 1972
- (2bi) I *wrote* with a special pen from 1969 to 1972
- (2bii) I *was writing* poetry with a special pen

Habitual activity can also be expressed with the simple past ('He always *wrote* with a special pen'), but since – unlike the simple present – this is

not implied without a suitable adverb, *used to* or (less commonly) *would* may be needed to bring out this sense:

He $\left\{ \begin{array}{l} \text{used to} \\ \text{would} \end{array} \right\}$ write with a special pen

Note

Past time can be expressed with present tense forms. The 'historic present' is fairly common in vivid narrative:

At that moment, in comes a policeman

but has no such journalistic overtones with verbs of communicating:

John tells me that there was a car accident last night

On the other hand, past tense forms need not refer to past time. 'Did you want to see me?' is little more than a slightly politer version of 'Do you...?' For the 'modal past', see 3.47 and 11.48; for the past by 'back-shift' in indirect speech, see 11.53.

3.30

The past and the perfective

In relation to (2a), it is not the time specified in the sentence but the period relevant to the time specified that must extend to the present. Contrast

John lived in Paris for ten years

(which entails that the period of residence has come to an end and which admits the possibility that John is dead) with

John has lived in Paris for ten years

which entails that John is still alive but permits the residence in Paris to extend either to the present (the usual interpretation) or to some unspecified date in the past. Compare also:

For generations, Nepal has produced brilliant mountaineers

For generations, Sparta $\left\{ \begin{array}{l} \text{produced} \\ \text{was producing} \end{array} \right\}$ fearless warriors

The first claims that Nepal is still in a position to produce more mountaineers, even if a long time may have elapsed since the last was produced. The second sentence, on the other hand, is uncommitted as to whether any further warriors can be produced by Sparta.

The choice of perfective aspect is associated with time-orientation and consequently also with various time-indicators (*lately*, *since*, *so far*, etc). It is therefore helpful to consider these two together. Here are some examples:

**ADVERBIALS
WITH SIMPLE PAST
(refer to a period now past)**

I worked {yesterday (evening)
throughout January
on Tuesday}

**ADVERBIALS
WITH PRESENT PERFECT
(refer to a period beginning in
the past and stretching up to
the present)**

I have worked {since last January
up to now
lately
already}

**ADVERBIALS WITH EITHER
SIMPLE PAST OR PRESENT PERFECT**

I {worked
have worked} {today
this month
for an hour}

Note

There is some tendency (especially in AmE) to use the past informally in place of the perfective, as in *I saw it already* (= 'I have already seen it').

3.31

Indefinite and definite

Through its ability to involve a span of time from earliest memory to the present, the perfective has an indefiniteness which makes it an appropriate verbal expression for introducing a topic of discourse. As the topic is narrowed down, the emerging definiteness is marked by the simple past as well as in the noun phrases (*cf* 4.20). For example:

He says that he *has seen* a meteor at some time (between earliest memory and the present)

as compared with

He says that he *saw* the meteor last night that everyone is so excited about

Compare also:

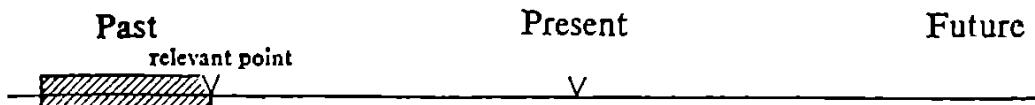
Did you know that John *has painted* a portrait of Mary?

Did you know that John *painted* this portrait of Mary?

3.32

Past perfect

What was said of the perfect in 3.29f – applies to the past perfect, with the complication that the point of current relevance to which the past perfect extends is a point in the past:



Thus:

(I say now [present] that) When I met him [relevant point in the past]
John had lived in Paris for ten years

In some contexts, the simple past and the past perfect are interchangeable; eg:

I ate my lunch after my wife $\left\{ \begin{array}{l} \text{came} \\ \text{had come} \end{array} \right\}$ home from her shopping

Here the conjunction *after* is sufficient specification to indicate that the arrival from the shopping expedition had taken place before the eating, so that the extra time indication by means of the past perfect becomes redundant.

Note

There is no interchangeability when the past perfect is the past of the perfect;

John tells me that he *hasn't seen* Mary since Monday

John told me that he *hadn't seen* Mary since Monday

*John told me that he *didn't see* Mary since Monday

3.33

The past and the progressive

As with the present (3.28), the progressive when used with the past specifies the limited duration of an action:

I *was writing* with a special pen for a period last night but my hand grew tired

In consequence, it is a convenient device to indicate a time span within which another event (indicated by the simple past) can be seen as taking place:

While I *was writing*, the phone rang

The ability to express incomplete action with the progressive is illustrated by the contrasting pair:

He *read* a book that evening (implies that he finished it)

He *was reading* a book that evening (implies that he did not finish it)

and more strikingly by:

The girl *was drowning* in the lake (will permit 'but someone dived in and rescued her')

The girl *drowned* in the lake

Habitual activity may be expressed by the progressive provided it is clear that the habit is temporary:

At that time, we *were bathing* every day

and not merely sporadic:

*We *were sometimes walking* to the office

But general habits may be pejoratively referred to (*cf* 3.28):

My brother *was always losing* his keys

3.34

The perfect progressive

Limited duration (or incompleteness) and current relevance can be jointly expressed with the perfect progressive. Compare:

He *has eaten* my chocolates (they are all gone)

He *was eating* my chocolates (but I stopped him)

He *has been eating* my chocolates (but there are some left)

Frequently the perfect progressive implies an especially recent activity, the effects of which are obvious, and the adverb *just* commonly accompanies this usage:

It *has rained* a great deal since you were here

Oh look! It *has just been raining*

3.35

Verbal meaning and the progressive

As pointed out in 2.8, the progressive occurs only with dynamic verbs (or more accurately, with verbs in dynamic use). These verbs [A] fall into five classes while the stative verbs [B], which disallow the progressive, can be seen as belonging to one of two classes.

[A] DYNAMIC

- (1) Activity verbs: *abandon, ask, beg, call, drink, eat, help, learn, listen, look at, play, rain, read, say, slice, throw, whisper, work, write*, etc.
- (2) Process verbs: *change, deteriorate, grow, mature, slow down, widen*, etc. Both activity and process verbs are frequently used in progressive aspect to indicate incomplete events in progress.
- (3) Verbs of bodily sensation (*ache, feel, hurt, itch, etc*) can have either simple or progressive aspect with little difference in meaning.
- (4) Transitional event verbs (*arrive, die, fall, land, leave, lose, etc*)

occur in the progressive but with a change of meaning compared with simple aspect. The progressive implies inception, i.e. only the approach to the transition.

(5) Momentary verbs (*hit, jump, kick, knock, nod, tap, etc*) have little duration, and thus the progressive aspect powerfully suggests repetition.

[B] STATIVE

(1) Verbs of inert perception and cognition: *abhor, adore, astonish, believe, desire, detest, dislike, doubt, feel, forgive, guess, hate, hear, imagine, impress, intend, know, like, love, mean, mind, perceive, please, prefer, presuppose, realize, recall, recognize, regard, remember, satisfy, see, smell, suppose, taste, think, understand, want, wish, etc.* Some of these verbs may take other than a recipient subject (7.11), in which case they belong with the A1 class. Compare:

I think you are right [B1]

I am thinking of you all the time [A1]

(2) Relational verbs: *apply to (everyone), be, belong to, concern, consist of, contain, cost, depend on, deserve, equal, fit, have, include, involve, lack, matter, need, owe, own, possess, remain (a bachelor), require, resemble, seem, sound, suffice, tend, etc.*

The future

3.36

There is no obvious future tense in English corresponding to the time/tense relation for present and past. Instead there are several possibilities for denoting future time. Futurity, modality, and aspect are closely related, and future time is rendered by means of modal auxiliaries or semi-auxiliaries, or by simple present forms or progressive forms.

3.37

Will and shall

will or 'll + infinitive in all persons

shall + infinitive (in 1st person only; chiefly BrE)

I will/shall arrive tomorrow

He'll be here in half an hour

The future and modal functions of these auxiliaries can hardly be separated (*cf. 3.50f*), but *shall* and, particularly, *will* are the closest approximation to a colourless, neutral future. *Will* for future can be used in all persons throughout the English-speaking world, whereas *shall* (for 1st person) is largely restricted in this usage to southern BrE.

The auxiliary construction is also used to refer to a statement seen in the past from a point of orientation in the future:

They will have finished their book by next year

Note

Other modal auxiliaries can have future reference also: 'He *may leave* tomorrow' = 'He *will possibly leave* . . .'

3.38

Be going to + infinitive

This construction denotes 'future fulfilment of the present'. Looked at more carefully, *be going to* has two more specific meanings, of which one, 'future of present intention', is used chiefly with personal subjects:

When are you going to get married?

The other meaning is 'future of present cause', which is found with both personal and non-personal subjects:

*She's going to have a baby
It's going to rain*

Both of these suggest that the event is already 'on the way'. *Be going to* is not generally used in the main clause of conditional sentences, *will*/'ll or *shall* being preferred instead:

If you leave now, you'll never regret it

3.39

Present progressive

The present progressive refers to a future happening anticipated in the present. Its basic meaning is 'fixed arrangement, plan, or programme':

He's moving to London

Since the progressive is used to denote present as well as future, a time adverbial is often used to clarify in which meaning the verb is being used:

They are washing the dishes {^{now}_{later}}

The present progressive is especially frequent with dynamic transitional verbs like *arrive*, *come*, *go*, *land*, *start*, *stop*, etc, which refer to a transition between two states or positions:

*The plane is taking off at 5.20
The President is coming to the UN this week*

3.40

Simple present

The simple present is regularly used in subordinate clauses that are conditional (introduced by *if*, *unless*, etc) or temporal (introduced by *as soon as*, *before*, *when*, etc; see 11.47):

'What will you say if I *marry* my boss?

The guests will be drunk before they *leave*

The use of the simple present in main clauses may be said to represent a marked future aspect of unusual certainty, in that it attributes to the future something of the positiveness one normally associates with present and past events. It is used for statements about the calendar:

Yesterday was Monday, today is Tuesday, and tomorrow is Wednesday

and to describe immutable events or 'fixtures':

'When is high tide?

What time is the football match?

Both the simple present and the progressive (3.28) are often used with dynamic transitional verbs: *arrive*, *come*, *leave*, etc, both having the meaning of 'plan' or 'programme':

The train $\left\{ \begin{array}{l} \text{leaves} \\ \text{is leaving} \end{array} \right\}$ tonight from Chicago

3.41

Will/shall+progressive

The auxiliary verb construction (3.37) can be used together with the progressive infinitive to denote a 'future-as-a-matter-of-course': *will/shall+be+V-ing*. The use of this combination avoids the interpretation (to which *will*, *shall*, and *be going to* are liable) of volition, insistence, etc:

He'll do his best (future or volitional interpretation possible)

He'll be doing his best (future interpretation only)

This complex construction can be used to convey greater tact and consideration than the simple auxiliary construction does:

When will you $\left\{ \begin{array}{l} \text{put on} \\ \text{be putting on} \end{array} \right\}$ another performance?

When will you $\left\{ \begin{array}{l} \text{come?} \\ \text{be coming?} \end{array} \right\}$

3.42***Be to + infinitive***

This expresses (a) arrangement, (b) command, or (c) contingent future:

- (a) *We are to be married soon*
There's *to be* an investigation
- (b) *You are to be back by 10 o'clock*
- (c) *If he is to succeed, he must work harder*

3.43***Be about to + infinitive***

This construction expresses near future, *i.e.* imminent fulfilment:

The taxi is here and we *are about to* leave

Be . . . to may enclose other items such as *shortly* or *soon* to provide a means of future expression; with other items again (*bound*, *liable*, *certain*, (*un*)*likely*), future expression is overlaid with modal meaning:

He *is certain to* address the meeting (= *It is certain that he will address . . .*)

3.44**Future time in the past**

Some of the future constructions just discussed can be used in the past tense to express time which is in the future when seen from a viewpoint in the past.

- (1) **AUXILIARY VERB CONSTRUCTION** with *would* (rare; literary narrative style)

The time was not far off when he *would regret* this decision

- (2) ***be going to+INFINITIVE*** (often with the sense of 'unfulfilled intention')

You *were going to give* me your address

- (3) **PAST PROGRESSIVE**

I *was meeting* him in Bordeaux the next day

- (4) ***be to+INFINITIVE*** (formal = 'was destined', 'was arranged')

He *was later to regret* his decision

The meeting *was to be held* the following week

- (5) ***be about to*** ('on the point of'); cf 3.43

He *was about to hit* me

Mood**3.45**

Mood is expressed in English to a very minor extent by the subjunctive, as in

So be it then!

to a much greater extent by past tense forms, as in

If you taught me, I would learn quickly

but above all, by means of the modal auxiliaries, as in

It is strange that he should have left so early

3.46**The subjunctive**

Three categories of subjunctive may be distinguished:

(a) The **MANDATIVE SUBJUNCTIVE** in *that*-clauses has only one form, the base (V); this means there is lack of the regular indicative concord between subject and finite verb in the 3rd person singular present, and the present and past tenses are indistinguishable. This subjunctive can be used with any verb in subordinate *that*-clauses when the main clause contains an expression of recommendation, resolution, demand, and so on (*We demand, require, move, insist, suggest, ask, etc that . . .*). The use of this subjunctive occurs chiefly in formal style (and especially in AmE) where in less formal contexts one would rather make use of other devices, such as *to-infinitive* or *should + infinitive*:

It is was necessary that every member inform himself of these rules

It is necessary that every member should inform himself of these rules

It is necessary for every member to inform himself of these rules

(b) The **FORMULAIC SUBJUNCTIVE** also consists of the base (V) but is only used in clauses in certain set expressions which have to be learned as wholes (see 7.64):

Come what may, we will go ahead

God save the Queen!

Suffice it to say that . . .

Be that as it may . . .

Heaven forbid that . . .

(c) The **SUBJUNCTIVE were** is hypothetical in meaning and is used in conditional and concessive clauses and in subordinate clauses after

optative verbs like *wish* (see 11.48). It occurs as the 1st and 3rd person singular past of the verb *be*, matching the indicative *was*, which is the more common in less formal style:

If she $\left\{ \begin{array}{l} \text{were} \\ \text{was} \end{array} \right\}$ to do something like that, . . .

He spoke to me as if I $\left\{ \begin{array}{l} \text{were} \\ \text{was} \end{array} \right\}$ deaf

I wish I $\left\{ \begin{array}{l} \text{were} \\ \text{was} \end{array} \right\}$ dead

Note

Only *were* is acceptable in 'As if were' (= so to speak); *were* is usual in 'If I were you'.

3.47

Modal past

Just as *was* could replace *were* in 'If I were rich', so in closed or unreal conditions involving all other verbs than *be*, it is the past tense that conveys the impossibility. See further, 11.48. Other modal or quasi-modal uses of the past are illustrated by

I *wondered* if you'd like a drink

which involves an attitudinal rather than a time distinction from 'I *wonder* if you'd like a drink', and

We *were catching* the 8 o'clock train and it is nearly 8 o'clock already which seems to depend on a covert subordinating clause such as 'We agreed that . . .' in which the past tense is purely temporal.

The uses of the modal auxiliaries

3.48

CAN/COULD

can

(1) Ability = <i>be able to</i> , <i>be capable of</i> , <i>know how to</i>	He can speak English but he can't write it very well ('He is able to speak/capable of speaking . . .')
--	--

(2) Permission = <i>be allowed to</i> , <i>be permitted to</i> (<i>Can</i> is less formal than <i>may</i> in this sense)	Can } I smoke in here? May } ('Am I allowed to smoke in here?')
---	--

(3) Theoretical possibility Anybody can make mistakes
 (Contrast *may*= The road can be blocked ('It is possible
 factual possibility) to block the road')

could

(1) Past ability	I never could play the banjo
(2) Present or future permission	Could I smoke in here?
(3) Present possibility (theoretical or factual)	We could go to the concert The road could be blocked
(4) Contingent possibility or ability in unreal conditions	If we had more money, we could buy a car

Note

[a] Ability can bring in the implication of willingness (especially in spoken English):

Can }
Could } you do me a favour?

[b] Past permission is sometimes expressed by *could*:

This used to be the children's room but they couldn't make a noise there because of the neighbours

More generally, the past *can/could* for permission and possibility is *could have + V-ed*:

Tonight you can dance if you wish but you could have danced last night equally

[c] With some perception verbs (3.35), *can V* corresponds to the progressive aspect *be V-ing* with dynamic verbs:

I can hear footsteps; who's coming?

3-49

MAY/MIGHT

may

(1) Permission = <i>be allowed to</i> <i>(In this sense may is more formal than can. Instead of may not or rare mayn't, the stronger mustn't is often used in the negative to express prohibition.)</i>	You may borrow my car if you like You { mustn't are not allowed to } borrow my car You { may not }
(2) Possibility (usually factual)	The road may be blocked ('It is possible that the road is blocked'; less probably: 'It is possible to block the road')

might

(1) Permission (rare)	Might I smoke in here?
(2) Possibility (theoretical or factual)	We might go to the concert What you say might be true

Note

[a] *May* and *might* are among the modal auxiliaries which involve differences of meaning in passing from declarative to interrogative or negative; see 7.42, 7.51.

[b] There is a rare use of *may* as a 'quasi-subjunctive' auxiliary, eg to express wish, normally in positive sentences (cf 7.64):

May he never set foot in this house again!

3.50

SHALL/SHOULD

shall (volitional use; cf 3.37)

(1) Willingness on the part of the speaker in 2nd and 3rd person. Restricted use	He shall get his money You shall do exactly as you wish
(2) Intention on the part of the speaker, only in 1st person	I shan't be long We shall let you know our decision We shall overcome
(3) a Insistence. Restricted use b Legal and quasi-legal injunction	You shall do as I say He shall be punished The vendor shall maintain the equipment in good repair

Of these three meanings it is only the one of intention that is widely used today. *Shall* is, on the whole and especially outside BrE, an infrequent auxiliary with restricted use compared with *should*, *will*, and *would*; *will* is generally preferred, except in 1st person questions:

Shall/*Will I come at once?

In the first person plural, eg

What shall/will we drink?

shall asks for instructions, and *will* is non-volitional future (especially in AmE). *Will I/we* has become increasingly common not only in contexts of non-volitional futurity (*Will I see you later?*), but also in sentences expressing helplessness, perplexity, etc:

How will I get there? What will I do? Which will I take?

This usage is predominantly AmE (though *should* is commonly preferred) but examples may be found in BrE too. A similar meaning is also conveyed by *be going to*:

What are we going to do?

should

(1) Obligation and logical necessity (= <i>ought to</i>)	You should do as he says They should be home by now
(2) 'Putative' use after certain expressions, eg: <i>it is a pity that, I am surprised that</i> (see 11.51, 12.12, 12.17)	It is odd that you should say this to me I am sorry that this should have happened
(3) Contingent use (1st person only and especially BrE) in the main clause (= <i>would</i>)	We {should would} love to go abroad (if we had the chance)
(4) In rather formal real conditions	If you should change your mind, please let us know

3.51**WILL/WOULD****will (cf 3.37)**

(1) Willingness. Used in polite requests	He'll help you if you ask him Will you have another cup of coffee? Will you (please, kindly, etc) open the window?
(2) Intention. Usually contracted 'll; mainly 1st person	I'll write as soon as I can We won't stay longer than two hours
(3) Insistence. Stressed, hence no 'll contraction	He 'will do it, whatever you say (‘He insists on doing it . . .’) (Cf He 'shall do it, whatever you say = ‘I insist on his doing it . . .’) He 'will keep interrupting me
(4) Prediction <i>Cf</i> the similar meanings of other expressions for logical necessity and habitual present. The contracted form 'll is common.	(a) Specific prediction: The game {will must should} be finished by now (b) Timeless prediction: Oil {will float floats} on water (c) Habitual prediction: He'll (always) talk for hours if you give him the chance

would

(1) Willingness	Would you excuse me?
(2) Insistence	It's your own fault; you 'would take the baby with you
(3) Characteristic activity in the past (often aspectual in effect: 3.26 ff)	Every morning he would go for a long walk (<i>ie</i> 'it was customary') John 'would make a mess of it (informal = 'it was typical')
(4) Contingent use in the main clause of a conditional sentence	He would smoke too much if I didn't stop him
(5) Probability	That would be his mother

Note

Volition with preference is expressed with *would rather/sooner*:

A: Would you like tea or would you rather have coffee?
B: I think I'd rather have tea.

The expression with *sooner* is informal.

3.52

MUST

(1) Obligation or compulsion in the present tense (= <i>be obliged to, have (got) to</i>); except in reported speech, only <i>had to</i> (not <i>must</i>) is used in the past. There are two negatives: (1) = 'not be obliged to': <i>needn't, don't have to</i> ; (2) = 'be obliged not to': <i>mustn't</i> . See 3.22, 3.49, 7.42.	You must be back by 10 o'clock Yesterday you had to be back by 10 o'clock Yesterday you said you { had to must} be back by 10 o'clock You { needn't don't have to are not obliged to} be back by 10 o'clock
(2) (Logical) necessity <i>Must</i> is not used in sentences with negative or interrogative meanings, <i>can</i> being used instead. <i>Must</i> can occur in superficially interrogative but answer-assuming sentences.	There must be a mistake <i>but</i> : There cannot be a mistake Mustn't there be another reason for his behaviour?

3.53

OUGHT TO

Obligation; logical necessity
or expectation

You ought to start at once
They ought to be here by now

Note

Ought to and *should* both denote obligation and logical necessity, but are less categorical than *must* and *have to*. *Ought to* is often felt to be awkward in questions involving inversion, and *should* is preferred. Still less categorical than *ought* is *had/'d better/best* (plus bare infinitive):

A: Must you go?

B: Well, I don't have to, but I think I'd better (go).

3.54

The tense of modals

Only some of the modals have corresponding present and past forms:

PRESENT	PAST
<i>can</i>	<i>could</i>
<i>may</i>	<i>could (might)</i>
<i>shall</i>	<i>should</i>
<i>will/'ll</i>	<i>would/'d</i>
<i>must</i>	<i>(had to)</i>
—	<i>usea to</i>
<i>ought to</i>	—
<i>need</i>	—
<i>dare</i>	<i>dared</i>
He can speak English now	He couldn't come yesterday
He'll do anything for money	He wouldn't come when I asked him yesterday

The usual past tense of *may* denoting permission is *could*:

Today, we {*can*
may} stay the whole afternoon

Yesterday, we could only stay for a few minutes

The following modals are not used in the past tense except in reported speech: *must*, *ought to*, and *need* (but cf 3.22). *Had to* serves as the past of both *must* and *have to*:

He {*must*
has to} leave now

He {**must*
had to} leave in a hurry yesterday

Yesterday the children { *must
*ought to
*needn't
?daren't
dared not
did not dare } go out and play

He said the children { must
ought to
needn't
daren't
dared not
didn't dare } go out and play

3.55

The modals and aspect

The perfective and progressive aspects are normally excluded when the modal expresses 'ability' or 'permission', and also when *shall* or *will* express 'volition'. These aspects are freely used, however, with other modal meanings: *eg*

'possibility' { He may have missed the train
He may have been visiting his mother
He can't be swimming all day
He can't have been working

'necessity' { He must have left his umbrella on the bus
I must be dreaming
You must have been sitting in the sun

'prediction' { The guests will have arrived by now
John will still be reading his paper

Bibliographical note

On tense and aspect, see Allen (1966); Palmer (1974); Schopf (1969); on the meanings of the modal auxiliaries, see Halliday (1970); Leech (1971); Lyons (1977).